

A STUDY OF THE LITERATURE ON THE TEAM TEACHING
APPROACH IN ENGLISH AT THE SECONDARY LEVEL

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Bachelor of Science

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1953

Submitted to the faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
August, 1965

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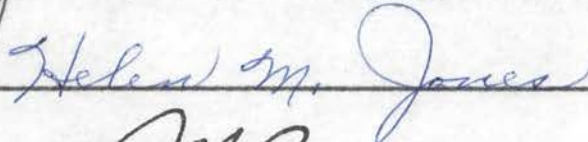
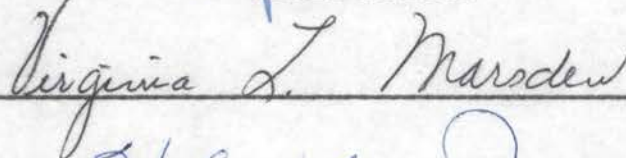
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PREFACE

For sometime the subject of team teaching in the field of English has interested me. In the spring of 1960, the principal and English department chairman at the Arkansas City Senior High School inaugurated a team teaching program at the eleventh-grade level. I was a member of this initial team. Although I had little preparation for the experiment at that time, the team teaching approach soon came to appeal to me. As this team effort continued, I began to suspect we were not utilizing the talents of the team members nor were we practicing team teaching as it should be. I realized we were not using the small groups to the best advantage nor were any of us sure how to handle the small groups. As we had teachers move out of the system, new teachers were hired and placed on the team. Team teaching did not always appeal to the new teacher. I began to wonder how teachers should be chosen to work with a team.

With this in mind I chose the subject in an attempt to find how other schools have adopted the team teaching approach in English. At the time I hoped to find ways that would improve our own project and make it a more nearly adequate team approach.

This study was planned and documented with the valuable assistance and encouragement of Doctor Donald R. Miller of the College of Education, Oklahoma State University. To Dr. Miller and others who had patience in helping me in the research, I express my sincere thanks.

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CHAPTER I

ORIGINS OF THE CONCEPT OF TEAM TEACHING

The term team teaching has made its appearance in the last decade in education. The concept of what is called team teaching had its beginning early in the history of mankind, as for example in the informal work of the pedagogues among the Greeks and in the informal teaching of the young among historical primitive peoples. However, plans of newly designed co-operative arrangements among teachers are now in the experimental stage.

Immediately following World War II, the schools in the United States were faced with crisis and confusion.¹ The teacher shortage was acute due primarily to industry's urgent need for trained and skilled persons to fill the war-time emergency and to the drafting of the young and able-bodied men into the armed forces, many of whom found permanent occupations or failed to return to the teaching profession. A factor which added to the teacher shortage was the rising birth rate. Suddenly the schools were faced with more students than ever before.

During this same period, the public became critical of education in the United States as a result of the so-called experts'

¹Judson T. Shaplin, "Antecedants of Team Teaching," Team Teaching, eds. Judson T. Shaplin and Henry F. Olds, Jr. (New York, 1964), p. 24.

writing in the periodicals severe criticisms of teaching and the abilities of the students turned out by the public schools.²

Some criticism was justified; other criticism was not. This tended to threaten the recruitment of potential teachers and retainment of the present faculty members. It also affected the obtaining of funds necessary for development and expansion of educational methods and facilities.

Because of the continuing curriculum explosion, population boom, and acute shortage of teachers, the National Association of Secondary School Principals established in 1956 a Commission on Curriculum Planning and Development. This particular group was responsible for launching in secondary schools throughout the nation experimental projects which were devised to find solutions to the critical problems confronting schools in the fields of curriculum development, teaching methods, and space and staff utilization.

The Commission was looking particularly for answers to the following:

1. Ways to create for teachers attractive new positions with greater status, rewards, and responsibilities.
2. Ways to improve utilization of present teaching staff

²Among the critics were Rudolph Flesch who wrote the book Why Johnny Can't Read and What You Can Do About It and articles such as "Lost Art of Reading," Newsweek, March 21, 1955, pp. 99-100; Arthur Bestor, "Aimlessness in Education," Scientific Monthly, August, 1952, pp. 109-116 and "Anti-Intellectualism in the Schools," New Republic, January 19, 1953, pp. 11-13; and Admiral Hyman G. Rickover, "Let's Stop Wasting Our Greatest Resources," Saturday Evening Post, March 2, 1957, p. 19.

and facilities.

3. Ways to revise school curriculums in most areas.

4. A way to create a smaller "human organization" within the large-size structures which have become characteristic of the schools.

5. Ways to change existing school organization to provide for more efficient instruction in certain areas and to provide for continuous pupil progress in others.

6. Ways to apply technological innovations in instruction in schools.³

The Commission, under the leadership of J. Lloyd Trump, studied hundreds of ideas and researches from the schools and submitted to the Fund for the Advancement of Education A Proposal Designed to Demonstrate How Improved Teacher-Utilization Can Help to Solve the Problem of Teacher Shortage in the United States.⁴ The Fund accepted the proposal and agreed to help finance the plans in certain schools which the Commission would have to approve. Here studies would be made in the development of the techniques. One of the most significant approaches which came from the proposals of the Commission was called team teaching.

Francis Keppel, dean, and Judson T. Shaplin, assistant dean of

³Shaplin, "Antecedents of Team Teaching," p. 55.

⁴Ira J. Singer, "What Team Teaching Really Is," Team Teaching: Bold New Venture, ed. David Beggs, III (Indianapolis, 1964), p. 15.

the Harvard Graduate School of Education, first conceived the idea of team teaching.⁶ Robert H. Anderson, professor of education at the Harvard Graduate School of Education, has come to be regarded by many as the "father of team teaching" because of his years of leadership in implementing this concept.⁶

The pilot projects were few in 1956 and 1957. Apparently only one school system that first year had developed a team teaching project. Since 1958 the Committee on Staff Utilization, appointed by the National Association of Secondary School Principals and supported by the Fund for the Advancement of Education, has published in its annual Bulletin extensive reports of projects which it has sponsored. In the 1958 issue team teaching was barely mentioned. In the 1961 issue more than half of the projects specifically mentioned team teaching. The title team teaching first appeared in the Education Index in the 1957-1959 volume.⁷

As interest spread several hundred communities distributed widely across the United States attempted to try team teaching. Plans that are now under study indicate an increasingly rapid growth is ahead for team teaching. Some schools have planned a complete organization of team teaching in their school system.

⁵Shaplin is now director of the graduate school of education at Washington University, St. Louis. Keppel is the current United States Commissioner of Education.

⁶Medill Bair and Richard G. Woodward, editors, Team Teaching in Action (Boston, 1964), p. v.

⁷Judson T. Shaplin, "Description and Definition of Team Teaching," Team Teaching, eds. Judson T. Shaplin and Henry F. Olds, Jr. (New York, 1964), pp. 3-4.

including new buildings built around the team teaching program.⁸

A number of major universities are aiding and participating actively in the development of team teaching. At meetings and conferences of teachers, supervisors, administrators, and school board members at all levels—local, state, and national—much discussion both for and against team teaching is being expressed. At the 1961 Association for Supervision and Curriculum Development, the discussions at various meetings were permeated with the topic team teaching, although the point under discussion might have had little to do with team teaching.⁹

In 1960-1961 Evanston Township High School in Evanston, Illinois, had fifteen teams and 2,700 students involving seventy teachers and aides. The following year, 1961-1962, Norwalk, Connecticut, planned for nineteen teams in ten elementary and secondary schools which would include ninety teachers and aides working with 2,500 students. Shaplin estimates, conservatively, that in 1964 there were 1,500 teachers and more than 45,000 students involved in team teaching.¹⁰

⁸Bair and Woodward, Chapter 3, "Space Requirements for Team Teaching," pp. 36-59, discusses and illustrates plans used by schools for team teaching. Cyril G. Sargent, "The Organization of space," Team Teaching, eds. Judson T. Shaplin and Henry F. Olds, Jr. (New York, 1964), pp. 216-240, discusses buildings erected for team teaching purposes.

⁹Shaplin, "Description and Definition of Team Teaching," p. 3.

¹⁰*Ibid*, p. 2.

A concentration of team teaching is apparent in the states of Massachusetts, Florida, Illinois, Wisconsin, Michigan, Colorado, Utah, and California. Part of this concentration results from the efforts of the universities in these states to work most closely with the high schools to develop the method. For example, Harvard was instrumental in establishing the Franklin elementary school in Lexington, Massachusetts, entirely on a team teaching basis. They expanded their project to include the secondary level in 1960 and 1961. Similarly the University of Wisconsin has worked closely with numerous associated school systems; the Claremont, California, Graduate School Team Teaching Program has operated in conjunction with eight school districts; the University of Chicago has assumed responsibility for establishing team teaching in a number of neighboring communities as well as its own laboratory school; Wayne State University in Detroit has become associated with the Madison Heights, Michigan, public schools; George Peabody Teachers College and New York University have conducted projects and have explored team teaching programs in the schools.¹¹

In these universities the faculties served as consultants for the schools using team teaching, and they conducted a number of summer school programs and workshops for the teachers involved in teams.

In the past few years so much literature on team teaching has been published that many educators have been made to feel that they are out-moded if they do not employ team teaching. Shaplin fears that too many educators look upon team teaching as a panacea for all

¹¹Ibid.

educational ills. This could make the approach merely another fad to be tried, to be found wanting in a short time, and to be destroyed. Its real values and future possibilities can be developed only through an extensive trial period, he suggests.¹²

However, pioneers in the new venture report teachers and students show an increased satisfaction with the approach. The projects in team teaching have tended to be more concerned with how to produce a team teaching program than what was being taught by the team members in a given subject area. Superintendent Eugene Howard of Norridge, Illinois, gives an opinion as how it is working in his school system and expressed the belief that it has helped to break down the barriers that a conventional program raises between the various departments within the curriculum by subject matter.

Most of our teachers are still subject specialists. But in the planning and execution of their work, they're ignoring subject lines and unifying their own knowledge. The curriculum is presented as pretty much of an integrated whole, and yet the integrity of each subject is preserved. This is a hard line to draw and is why team teaching requires so much planning. Always the questions and debates focus on "how." How shall we present this material?¹³

Certainly specialization can be seen in all types of occupations in the world today. Times seem to indicate the impetus and

¹²Ibid., p. 7

¹³Eugene Howard, "A Trump Plan School---Four Years Later," School Management, October, 1964, p. 60.

technology for change in education has force and support to bring about a lasting innovation. If team teaching is used for merely organizing teachers to work together, it well may be doomed to failure. However, if team teaching develops in conjunction with other major changes, there are those educators who feel that team teaching may make a sustained and permanent contribution to an improved education.¹⁴

To those who have worked long and hard to perfect the new approach, team teaching is no longer a theoretical dream, but it has become an accepted pattern of effective instruction at all levels of education in schools across the nation. These people strongly believe that team teaching will be one of the features in the schools of tomorrow:

Team teaching seems to be one of the most important forward steps in American education. ...We have set higher and higher educational goals for our children. We have been constantly raising our standards for entry into teaching. ...In the past we have tried to fill each classroom with a teacher who has the minimum qualifications. This has been accomplished, and now we can move forward in an attempt to provide better conditions for instruction and for learning, to develop more flexible school organizations, to recognize and encourage experts in the profession, and to concentrate the kinds of resources necessary to bring about basic changes in the curriculum which seem so necessary. Team teaching takes its place among these developments as a way of organizing for change.¹⁵

¹⁴Judson T. Shaplin, "Team Teaching," The Revolution in the Schools, eds. Ronald Gross and Judith Murphy (New York, 1964), p. 98.

¹⁵Ibid.

CHAPTER II

ORGANIZATIONS USED IN TEAM TEACHING

To understand the concept of team teaching, Shaplin has developed a general but workable definition:

Team teaching is a type of instructional organization, involving teaching personnel and the students assigned to them, in which two or more teachers are given responsibility, working together, for all or a significant part of the instruction of the same group of students.¹

A similar definition is given by Singer:

Team teaching is an arrangement whereby two or more teachers, with or without teacher aides, co-operatively plan, instruct, and evaluate one or more class groups in an appropriate instructional space and given length of time, so as to take advantage of the special competencies of the team members.²

Whatever definition may be used or worked out by others, team teaching is merely a vehicle, an approach, used in hope of solving some of the basic problems confronting modern education.

Team teaching programs from school to school varies. What works well for one school might prove a total failure for another school. Each institution has to study its own enrollment, the leadership, and talents found on its faculty and among its student

¹Shaplin, "Description and Definition of Team Teaching," p. 15.

²Singer, p. 16.

body, the use of human and material resources from the local or nearby communities. All of these forces influence a school's team teaching program.

By blending its own special characteristics and personality, adding the unique spirit of its team, the particular needs of a school can be satisfied within the limits of its resources; yet, a more enthusiastic and profitable instruction-learning effort has resulted.³

Educators are becoming more aware of the importance of concerning themselves with each learner and his individual instructional needs. The importance of the individual coupled with the scarcity of teaching talent and the desire to use the best performance of every teacher has produced an increased interest in team teaching.

Every school, however, faces the preplexity of the teams working out flexible programs at the start but standardizing their procedures to a point where a fixed pattern is established which is as immobile as the one they had previously discarded for the same reason. Flexibility has thus been lost to security.

If team teaching is to work, the administrator of the school shows no fear for the undertaking. He learns to put up with the

³William M. Mahoney, "Try Co-ordinate Teaching," American School Board Journal, November, 1959, p. 13: The superintendent of the Norton, Massachusetts, schools states his view on developing a program to satisfy a school's individual needs, "If it were true that no two concepts of 'team teaching' were really alike, then, why would it not be better to develop a program that would best suit this community without borrowing ideas? This goal, it was felt, could best be achieved by scrapping preconceived notions of team teaching and starting from the beginning."

unexpected. One example shows how this enthusiasm of teachers and administrator has helped in the Ridgewood High School as discussed by Superintendent Eugene Howard. He believes that the success of the plan depends heavily on success of the teaching teams. The teams at Ridgewood willingly worked sixty hours per week when the plan was being installed; the "bloom" has not worn off in the three years that followed, and the teams are still working as hard as ever. Howard has written:

I think hard work is a corollary of team teaching, and I'm inclined to think that it tends to generate a measure of enthusiasm on its own. Co-ordination is of the utmost importance, and administrators must be far more than cheerleaders. We are deeply involved in instruction because our function is to build a school around the needs and ideas of teachers and students. For example, we can't make decisions solely on the basis of administrative expediency. We have to consider the ideas and hard work of our staff invested in the school. We must all work closely together.⁴

Any experiment receives a stimulus from the enthusiasm of the participants. No member of a team teaching project can give proper enthusiasm to the endeavor if he has to be argued or forced into joining. Dean Corrigan and Robert Hynes suggest that the desire for team teaching should come from the staff, as from a department meeting, but should not be imposed by the administration. They believe this builds up a resistance to the change if the teachers are surprised by an announcement from the principal or superintendent that a certain subject will be team-taught by certain faculty members

⁴Howard, "A Trump Plan School---Four Years Later," pp. 59-60.

as of a certain date.⁵

No teacher should be pressured unduly into taking part in a team teaching program, but on the other hand, not every teacher who comes forward and volunteers should necessarily be placed on a team. This is a very difficult decision to make, as the team composition is of utmost importance to the success of the endeavor, yet there are few objective criteria which can foretell a teacher's reactions and attitudes as a team member.⁶

When it was decided to use team teaching in a senior high school in Houston, Texas, the principal of the school explained the proposal, gave the faculty a chance to assimilate the ideas, and then he asked for teacher volunteers for the new method. He screened each application and made the final decision of choosing team members. He based his selections on training, experience, and personality of each applicant. He felt that since the team members would be working very closely together, they must be congenial.⁷

Among the qualifications he listed to his faculty were every teacher on the team must be willing to "go the extra mile" with no one shirking his duty; flexibility is an essential quality so that team members must not be set in their ways; members on a team must realize that even though they have years of experience, new and perhaps better methods of performing old tasks may be discovered and should be tried; enthusiasm is a requisite to become a team member.⁸

⁵Dean Corrigan and Robert Hynes, "What We Have Learned from Team Teaching," Social Education, April, 1964, p. 207.

⁶Ibid.

⁷Mildred Ogg Fisher, "Team Teaching in Houston," English Journal, LI (1962), p. 628.

⁸Ibid., pp. 628-629.

Every teacher who becomes a member of a team forgoes the right to plan and teach alone. His room is no longer his own private kingdom where he rules as a dictator. His students are no longer his students alone. Suddenly the individual teacher is not as important as he likes to imagine himself to be.

The emphasis of team teaching is on the team rather than the individual teacher. The team helps in the planning program for each student, in carrying out the teaching, and in evaluating the results. It is quite obvious and important that teachers work closer together for joint instruction of the same group of students. While assignments of instructional tasks and student groupings were matters of administrative duty before, now the team members are jointly responsible for these duties.

Potentially the teachers now have four responsibilities they may share as a team: (1) planning work and sharing responsibilities for the instruction of the same group of students; (2) teaching various-sized groups of students for varying lengths of time in various-sized classrooms; (3) using a variety of teaching techniques suitable to a particular lesson and group size; and (4) learning to use efficiently mechanical teaching aids not available for the regular classroom. To become a successful team member the teacher has to learn to make satisfactory adjustments to these basic responsibilities.⁹

⁹Ned E. Hoopes, "The Training Process for Team Teaching," The Journal of Teacher Education, June, 1963, p. 177.

Team teaching has the unique quality of permitting teachers to plan together, to see each other teach, to talk together, to analyze what happened, and to profit from this exchange.

Teachers are brought into a close relationship as they share these responsibilities; consequently, the teachers learn to work co-operatively. While similar interests and goals are shared with other teachers in the traditional system, team teaching requires the team to learn how to plan co-operatively what is to be taught, who is to teach what, and how to evaluate the effectiveness of the teaching. As a team they need to learn to analyze the students' needs, to choose the best size group for instruction, and to decide on the best methods of teaching a particular unit or lesson most effectively. Because the team teacher is a member of a team, he needs to arrive at common goals with the other teachers and to share the instruction and instructional tasks necessary to meet these goals. To have an effective team program the members should become trained observers of teaching, giving and accepting criticism in evaluating sessions, learning to give constructive suggestions for improvement.¹⁰

For far too long the public has assumed that all teachers are the same in ability, knowledge, understanding, and interest. For example, one teacher in one subject has had to be responsible for all aspects of instruction. To expect a single teacher to be an expert at content, selection of learning experiences, presentation, discussion techniques, and evaluation proves to be impossible far far too often.¹¹

¹⁰Ibid.

¹¹Shaplin, "Team Teaching," p. 94: "Under team teaching the quality of the education of a student is no longer dependent upon the competence of a single teacher."

Naturally some teachers are better at one phase of teaching than at others. Team teaching is one way to provide for these differences in competency. Other professions have discovered there are advantages in co-operation and specialization. Soon teachers may find team teaching gives them an equal opportunity in this.

In the team one member may be better at working with small groups and more interested in the individual student's growth. Another's interest may be in lecturing to a large group in a clear and captivating manner. Another may find his talent lies in constructing tests that not only evaluate a student, but also teach him. In one content area, certain phases of a subject naturally appeal more to one teacher than to another. The team teacher has the choice of selecting not only what appeals to him but of choosing what means he can use to arouse the students' interest, to secure the students' participation, and to gain the students' confidence. In such a case the teacher is not only more content, but the students will benefit from these talents of several teachers.

Composition of Teams

The composition of teaching teams varies. Some are comprised of certificated members only. Others use non-certificated staff members as clerks or aides to assist in the co-operative instruction.

In addition the team may exist on the basis of a partnership of equals among the members, or it may be composed of members with

different levels of responsibility and status in what has been called the "hierarchical" team.¹² The proponents for each of these have advanced arguments for their own choice.

Major Types of Composition

Hierarchical Team. That the new and inexperienced teachers can be better supervised and helped through the hierarchical method is one argument proposed by the followers of the hierarchical team. In addition, they feel, recognition of varying instructional competencies is given through the role definition, responsibility for group action is attached to one person, and honor and prestige can be given to the outstanding teachers in the system involved in team teaching. In this type, the leader of the team may be called the team chairman, master-teacher, teacher-presenter, or teacher-leader. Other certificated members are called instructors, teacher specialists, or teachers.

A salary differentiation may be worked out for the various ranks. The position of rank depends on the ability and experience of the

¹²"Hierarchical" refers to a team teaching program that has a team leader who is responsible for that team's success. He may have superior educational preparation, several years of teaching experience and leadership qualities. He may be given a lighter teaching load and an increased salary commensurate with his responsibility.

members with the higher salaries and higher status given to the senior teachers and the team leaders.

The hierarchical team approach permits the less experienced personnel to observe the outstanding teachers, a situation which may produce effective in-service training almost equivalent to an internship for new teachers. The new teacher-education programs financed by the Fund for the Advancement of Education place heavy reliance upon the apprenticeships and internships under the master-teacher's guidance. The reports from the programs indicate their belief that in the schools are capable teachers who can assume greater responsibilities in training new teachers.¹³

Teachers' aides have been used by various schools to relieve teachers of the many secretarial and non-technical but essential tasks. At Ridgewood High School in Norridge, Illinois, nearby universities supplied the high school with qualified teacher interns. These so-called interns served one year as teacher aides. Howard reports in an article that this has been an ideal arrangement. It gave the Ridgewood administrators an additional benefit of uncovering potential teachers for the school.¹⁴

Co-operative Team. Those advocating the co-operative team believe that it is more productive, and the members will show greater interest and give greater effort to the instruction. No barrier will

¹³Shaplin, "Antecedents of Team Teaching," pp. 33-34.

¹⁴Howard, "A Trump Plan School—Four Years Later," p. 60.

develop over a prestige of rank or salary differentiation in the co-operative team, also referred to as equal status or associative team.¹⁵

In this case the two or more teachers involved are equally responsible for the planning, teaching, evaluating, co-ordinating, and administering program for a group of pupils. In one team this might be on a casual and informal basis with the trading or combining of classes for brief periods. In another team, the joint instructional responsibility could be on a formal, organized basis for definitely scheduled periods of time. In still another group, members of the team are assigned equal responsibilities for instructing the group of students at all times. In this case a natural leader may come forward.

Corrigan and Hynes maintain that a co-operative team program, with all the members on an equal basis as far as status and authority are concerned, would generally be preferred for a beginning program. They feel more advantages and fewer disadvantages are offered in the equal status method than in the hierarchical form of organization.¹⁶

¹⁵Manoney, p. 13: "Because of the confusion surrounding terminology, the name 'team teaching' was dropped and 'co-ordinate teaching' was substituted. This name seemed more descriptive for, unlike some projects where teaching teams are made up of master-teacher and regular teachers, the Norton plan called for choosing team members of equal rank to 'co-ordinate' the teaching program." In addition Judson T. Shaplin, in an article, "Co-operative Teaching and Organizational Analysis," The National Elementary Principal, January, 1965, p. 14, wrote: "Robert H. Anderson has recommended that the generic term co-operative teaching be applied to all forms of co-operation and collaboration among teachers, including team teaching."

¹⁶Corrigan and Hynes, p. 207.

However, most authors agree that no one form of organization is the best for every school. Much depends on the school philosophy, organization, size, personnel available, area to be taught, and objectives to be achieved.

Other Variations

Other variations have been tried in organizing a team for teaching purposes. Primarily these variations are of three general types. The first is called the single-discipline team; the second is referred to as the interdisciplinary block-of-time team; and the third is the school-within-school team.¹⁷

Single-Discipline Team. The title single-discipline team designates an approach of two or three teachers in the same department working as a team in instructing a common set of students. For example, teachers in third year English at the junior level of a senior high school use the first period of each day as a planning session. During this period the team members can outline and revise as the need arises a curriculum based on the needs of the students. The team also has an added advantage of seeking outside help in teaching the course. Community resource specialists, outstanding films, and self-instruction programs are a few of the innovations they may desire to try.

Interdisciplinary Block-of-Time. The second variation, the interdisciplinary block-of-time team, consists of teachers from

¹⁷Singer, p. 17.

different disciplines or content areas teaming together and using a common block of time as they see fit for the instruction of a common set of students in classes considered to be flexible in size. For example, a social studies and English team use a block of time that has approximately 110 minutes. Or a team consisting of social studies, English and science may use a three-period block of about 175 minutes. The team members assume the responsibility for the scheduling of the activities within the block.

Those who feel this is a desirable practice believe that the interdisciplinary block-of-time reduces the undesirable practice of cutting or padding lessons to meet a bell schedule. The team may decide on goals for the week or may look ahead for a month, devoting weeks to one learning activity. Even the periods could be broken down into fifteen or twenty minute modules¹⁸ and used as necessity of the students dictates.¹⁹

School-within-School Team. The school-within-school team consists of teachers from all disciplines whose responsibility is to instruct the same group of students over an extended period of time, as two to four years, usually. In this particular plan, a great amount of flexibility is maintained in both scheduling and class size. The primary purpose behind this structure is to encourage a closer

¹⁸Modules means a small division, here a small division of time of fifteen or twenty minutes out of the 110 or 175 minutes of the block period.

¹⁹Singer, p. 17.

relationship between the teachers and students within all of the disciplines. Teachers have a chance to observe behavioral and performance patterns of the students in various learning situations during an extended length of time.

Claremont, California, schools have experimented with this particular plan of team teaching. In Claremont the team compiles the schedules under the direction of a team leader and use three to five periods per week for team planning conferences. In addition, counseling and guidance are a part of the team's functions.²⁰

Another example of the school-within-school team teaching is administered at a junior high school in West Chester, Pennsylvania. In that plan four teachers are given rooms together, two rooms on each side of the hall. In addition the teachers have a conference room, guidance suite, and library where all necessary records are available. These four teachers thoroughly know the same 150 students and work together as a group "to give these pupils the education and individual attention each needs."²¹

The team is composed of a teacher for each of the major academic areas—history, mathematics, English, geography, and science. Each member is scheduled for twenty periods of classroom instruction a week. The teams meet regularly in team conferences during the school day. At the end of the first six weeks, the team discusses the progress of

²⁰Singer, p. 19.

²¹Arthur Stetson and James P. Harrison, "Junior High School Designed for Team Teaching," American School Board Journal, May, 1960, pp. 40-41.

each student. If a student is found to be superior to his present group, he is considered for re-sectioning. The same is true for a student who is believed to be below the level of his group. However, no re-sectioning is done until all teachers agree, counselors interview the student, parents are contacted and given an explanation, and the administration approves.²²

The sectioning is originally done in the spring. A committee to screen in-coming seventh graders is appointed and the group of teachers considers the child's mental maturity, reading level, achievement level in each academic area, and a recommendation from the elementary teacher for a particular ability grouping. At the same time another committee is considering the future eighth graders and another is studying future ninth graders. They are sectioned into high ability, high average, low average, low, and special education. The children are placed in classes on the basis of their ability to perform in a particular subject area.²³

The administrators of the junior high feel that the new teacher assigned to an established team adjusts with ease as he can rely on experienced staff members of the "little school" for any needed aid. Over-all school discipline has improved decidedly through the decentralization and concern for a small group of students. Improved student-teacher and parent-teacher relations have encouraged the entire community. "Teachers are sensitized to the need for

²²Ibid., p. 41.

²³Ibid.

understanding individual pupil adjustment problems and have responded to the challenge."²⁴

Grouping of Students

Under a team teaching program three divisions of student groups are discussed: first is the large group varying from 45 to 200 students; next, the small group ranging from 3 to 20 students; and, finally, individual independent study. Some schools have an additional grouping, the laboratory instructor group. Groups of all sizes from 3 to 200 can be useful, depending upon the different learning situations.

The organization of a learning group is governed by a number of factors. First is the content of the subject under study. Some teams work with only one content area; other teams work with more than one content area. Within a content field, teams frequently explore the content on different levels of depth and complexity in a learning group, depending, naturally, upon the individual's level of achievement.

Another factor involved is the student composition, whether all ability levels are represented or whether there are groups of nearly the same ability in the class. The length and the frequency of the class meetings must also be considered.

²³Ibid., p. 42.

Common Group Sizes

Large Groups. So far in team teaching programs most emphasis has been placed on the large groups. Perhaps this is due to the typical teacher's finding it more difficult to work with the small groups and his being forced to learn that he is no longer the focal point in a discussion.

These large groups appear to have grown out of the educational technology in the use of television, films, and other improved audio-visual devices.²⁵

While the term implies groups of 100 or more, it does include also the group of 30 that is considered an average size for most classrooms. The importance of using large groups lies in the expanding effort to provide a wide audience for the skilled teacher by allowing him to lecture to the large groups. In addition some schools are attempting to use closed-circuit television for lecturing or demonstrating to a large audience.²⁶ The large group is especially effective for showing films or listening to records.

The teacher who speaks before a large group tends to spend more time in planning a lecture or demonstration, and he will make more effective use of the audio-visual materials in his instruction.

In some school organizations certain designated teachers do all the lecturing. They may be especially trained, or it may be that they

²⁵Shaplin, "Antecedents of Team Teaching," p. 35.

²⁶Evanston Township High School, Evanston, Illinois; Nova High School, Fort Lauderdale, Florida; Dade County, Florida; and Hagerstown, Washington County, Maryland, for example, are using the closed-circuit television in connection with team teaching

prefer working with a large group. In other organizations, the administrator schedules classes back to back.²⁷ When the content concerns an area of greater understanding for one of the two teachers, he gives the lecture to both groups, either simultaneously or individually. The teacher's load will appear heavier during a particular study or unit of work which he undertakes; however, his work will be lighter when the other teacher assumes major responsibility for a unit of study. In other team teaching programs, the entire team shares the large group lectures, each member taking his turn or choosing the areas which he prefers to administer in the year's course of study.

In any method used, the teacher doing the lecture generally accepts the responsibility not only for a lecture but also for the work which follows it—whether it be exercises, drills, experiences, reports or whatever follow-up may be required. He is also the one who is primarily in charge of making out a test to evaluate a unit.

The teacher who faces a large group in giving a lecture or demonstration needs to be aware of some problems. He must learn to speak loudly and slowly enough to be heard. At the same time he needs to be relaxed, enthusiastic, and animated so that he does not become monotonous to his audience. He needs to learn to emphasize the major

²⁷Back to back is defined by Edward G. Buffie, "Potentials for Team Teaching in the Junior High School," Team Teaching: Bold New Venture, ed. David Beggs, III (Indianapolis, 1964), p. 67, as "Two or more teachers scheduled with different groups but at the same time."

points he wishes his audience to remember. Above all, this teacher must have a command of his subject matter.²⁸

The team is also faced with a number of mechanical details that the individual teacher does not have with a smaller group. Seating arrangements must be made for the combined groups. If visual and/or audio-materials are to be used, they must be gathered and the machines set up for their use. The sound amplification must be loud enough for everyone in the room to hear, and yet the sound should not "blast" at the students. In a large group handing out or collecting materials may become a problem unless a well-organized plan is devised. All teaching techniques actually undergo much alteration.²⁹

Virginia M. Casey outlines the format to be used before the large group lectures:

- I. Introduction
 - A. Announcements of general items
 - B. Advance assignment
 - C. Topic of lecture
 1. Goals of lecture
 2. Text reference
 - D. Outline points to be covered
- II. Main development
 - A. Main content in planned order
 - B. Accompaniment
 1. Illustrations to capture interest, clarify, enrich, apply
 2. Other audio-visual aids, whole or in part
 3. Shared activity, a dramatization
- III. Conclusion
 - A. Summary of points made during the lecture
 - B. Dispensing of worksheets, discussion guides,

²⁸Hoopes, "The Training Process for Team Teaching," p. 178.

²⁹Bair and Woodward, p. 123.

bibliography, suggestions for independent study.³⁰

Perhaps one of the most important points students can be taught in the team teaching program is the ability to take notes. If a teacher checks the students' notes periodically, he will discover that these large groups are not a time of passivity for the students. At the same time, a teacher soon learns how effective or ineffective his teaching has been. If the majority have missed major points, it becomes necessary for changes and improvements to be made in the program or in a teacher. Occasionally tests prepared from the lecturers enable the students to see how good they are at taking notes.³¹

Large-group instruction has been successfully employed in almost every area of the curriculum at every age and grade level and in a number of cross-level and interdisciplinary groups. However, a danger exists that team teaching with its wide-spread emphasis on the large-group phase of instruction will simply form another traditional method of teaching. Large-group instruction can take place in any school under any kind of organization. Team teaching need not be involved nor any changes made year after year unless the teachers desire to break away from the traditional methods.

Again Casey gives a number of implications of this large-group structure in which she says that the material given in a large-group

³⁰Virginia M. Casey, "A Summary of Team Teaching: Its Patterns and Potentials," Team Teaching: Bold New Venture, ed. David Beggs, III (Indianapolis, 1964), p. 171.

³¹David Tomchek, "A Teacher Comments on Team Teaching," Team Teaching: Bold New Venture, ed. David Beggs, III (Indianapolis, 1964), p. 119.

presentation needs to have "meat" in it and not just be interesting asides. Nor should the lecturer give a slavish recital of the text material; instead the text can be used as one of the many important resources or references, she continues. She also asserts that motivation must be built into the plan, a fast pace and pertinent examples, intriguing questions, and flashes of humor add to holding the interest span of the students. Discipline problems then become nil, she believes.³²

The principal of the Miller-Logan-Harris school at Lawrenceburg, Indiana, supports Casey's last view concerning discipline:

We have had no trouble with pupil personality clash while using this plan, and discipline problems have dropped to a minimum...Why should we do something over and over that may cause a child to dislike school? We subject him to a certain environment which is contrary to himself. Then, when the child misbehaves, we punish him for the offense, and the very next day we subject the child to the same old routine that caused the misbehavior in the first place. Let us correct our faulty situation. We have found that the co-ordinate plan has gone a long way to help solve the problems. Our plan also allows one of our teachers to work with small groups. Individual differences are quickly spotted and the more gifted child is given a new field to work in or a more advanced problem is assigned which is related to the present problem that is being studied as a whole.³³

Small Group. The small group or seminar and the independent study are considered to be at the heart of the team teaching program.

³²Casey, pp. 171-172.

³³J. O. Ward, "Another Plan for Co-ordinate Teaching," American School Board Journal, May, 1960, p. 10.

The small group may contain as few as three or four or as many as fifteen to eighteen students. The number may vary according to the learning activity involved and the participants themselves. The small amount of research that has been done on the use of small groups lists the ideal size from seven to twelve students. A seminar can be too small, however, and if more than fifteen are in a group it is believed a different approach needs to be used.³⁴

The small group should consist of a balance of boys and girls for good discussion to ensue. Certainly the discussions and activities of the seminar have a better chance of being carried out if one or two real "leaders" are in the group.³⁵

The students are given a chance to become active rather than passive learners. Students can learn a great deal from each other, and so can the teacher, if the seminar uses the teacher as another resource and not the source. Teachers too often tend to handle a small group as just a normal class situation and the student self-centered activity becomes a failure.

A number of ideas have been advanced as to what a teacher should do in the smaller grouping. However, too few teachers have been trained or have had the time or initiative to attempt what these proponents set forth as desirable.

Casey states that an effective small-group instructor needs to know when to talk and when to listen. Learning when to listen is the

³⁴Corrigan and Hynes, p. 312.

³⁵Ibid.

harder task for most teachers. He serves as the link between the lecturer and the students under his supervision. The small group gives the teacher a chance at improving rapport between the teacher and students.³⁶

The teacher further needs to learn how to stimulate discussion by asking good questions—questions that will lead to fruitful discussions. He will need to learn how to clarify points made in the large lectures or demonstrations, how to provide the best opportunities for evaluating the students' understanding of a lesson,, and how to individualize instruction so that students can take some responsibility for their own learning.³⁷

The students can learn to evaluate the lectures and indicate in the small groups what information has not been covered adequately. A large-group situation is enhanced by the small-group activity that either precedes or follows it. The students learn by using the ideas that have been presented to them in the large groups. Oral discussion is but one dynamic way this can be handled. However, it is just as feasible that the seminar group can use such enriching experiences as guest discussion leaders, reports, programs, and trips. The group works on portions of an over-all topic that will fit into a later report to be made to a larger group. This provides an opportunity for the group to study together, check mastery skills, use drill exercises, work together on projects, obtain special help from

³⁶Casey, p. 174.

³⁷Hoopes, p. 178.

the teacher on a given point, review, and evaluate group progress.

Independent Study. Another portion of the team teaching plan is called independent study. once before referred to as a part of the heart of the team teaching program. Independent study, previously used by the British schools and some of the universities in the United States, is being adopted by high schools.³⁸ This particular phase of team teaching seeks to produce self-development on the part of the student through a freedom of choice of work to be undertaken. The student chooses a field of study because he feels a need for it and has the interest and talent to pursue a goal further than it can be done in the classroom.

At Lakewood High School in Lakewood, Ohio, Amy Richards, a student reporter, wrote of their independent study plan and how students use it for specialization and evaluation. She spoke of students finding it satisfying because they were doing something they wanted to do. These students are not required to attend classes but must take final examinations. They are encouraged to discuss their readings or their experiments with their teachers in "an informal atmosphere." In this particular school the participants are assigned a teacher-adviser, and a plan of study is mapped out and followed. Both students and teachers are enjoying the experiment.³⁹

³⁸ For example, Nova High School, Fort Lauderdale, Florida, and Melbourne High School, Melbourne, Florida.

³⁹ Amy Richards, "Independent Study Programs," National Scholastic Press Association Bulletin, May, 1965, p. 3.

In one of the Jefferson County, Colorado, schools, a long-range view of independent study is being considered. Several ninth-grade superior students have been selected for advanced placement in the world history class. The team, consisting of a teacher specialist, a general teacher, and a clerk, plan to have these students through three high school social studies classes by the end of their junior year. Throughout this time the team will be helping the students to develop independent study and research skills which will be used in the senior year as they pursue a selected and planned project in depth.⁴⁰

Superintendent Howard in Norridge, Illinois, reports that it was by far the hardest part of the program to implement. Some of his students took to the individual study readily while others were slower and some even unwilling to attempt it.⁴¹

In an attempt to develop independent study some schools have initiated an intermediate phase, referred to as a learning laboratory plan, in which a closer relationship is established between the student and teacher.⁴²

A large room may be used as a learning-laboratory center where students and teachers and many kinds of resources and materials are brought together. Here the students follow a definite assigned unit of study, but each works individually in clearly defined steps and

⁴⁰Robert H. Johnson and Delbert M. Lobb, "Transformation of the Sacred Secondary Schedule," California Journal of Secondary Education, 35 (February, 1960), p. 99.

⁴¹Howard, "A Trump Plan School—Four Years Later," p. 112.

⁴²Ibid., pp. 112-114.

discusses his work with the teacher regularly. In this way the student learns to see that he can undertake a project and finish it.⁴³

The intermediate phase gives the student a smaller step in moving from the conventional classroom to independent study. The learning laboratory is program-centered; the library is for individual study, being more comprehensive in materials and less structured in terms of professional guidance.

Once the student successfully completes his project in the learning laboratory, he can move on to more independent work. The team teaching program in this particular high school offers the student one of three choices: (1) carry out a project thoroughly pre-planned by the teacher; (2) work independently on any number of smaller units proposed by the teacher; or (3) describe a project that he would like to pursue in depth. This last choice is, of course, independent study.⁴⁴

Casey points out that in a well-developed team teaching program a teacher bears much of the responsibility for workable independent study. She suggests the teacher inculcate in students a desire to go beyond the basic content; allow leeway for creative exploration in the planning of units; offer suggestions for projects within the units; serve as a resource person who directs students to purposeful reading and research; and, finally, hold students accountable for the work in this phase of the program.⁴⁵

⁴³Ibid.

⁴⁴Ibid.

⁴⁵Casey, p. 174.

Samples of Team Teaching Schedules

The team determines which grouping should be utilized for the scheduled activities. Class size and length of period, if a block of time is used, are closely related to flexibility in scheduling, grouping, and locating students. The difficulty lies in scheduling the correct teachers in the right space with the most adequate materials at the proper time for the students who will benefit the most from the experience.⁴⁶

The team teacher will learn to adjust to the teaching problems of length, size, and location for the particular teaching goal and task. The teacher will learn to plan appropriate activities in order to take full advantage of this flexibility. He will soon discover how to choose the group type that will best meet the needs for a particular lesson. He may divide a group according to ability, interests, or achievements. Then he needs to adapt the material and methods so that as a team member he takes advantage of the flexibility now available.⁴⁷

Singer gives examples of a conventional schedule, a single-discipline team schedule, single-discipline within a daily one-period schedule, and an interdisciplinary block-of-time team schedule. These appear on the next pages in Tables, I, II, III, and IV and give an idea as to the use of the various-sized groups employed in team teaching.

⁴⁶Bair and Woodward, p. 33.

⁴⁷Hoopes, "The Training Process for Team Teaching," p. 178.

TABLE I⁴⁸

CONVENTIONAL SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50	Hist. 10A	Hist. 10A	Hist. 10A	Hist. 10A	Hist. 10A
	Hist. 10B	Hist. 10B	Hist. 10B	Hist. 10B	Hist. 10B

TABLE II⁴⁹

SINGLE-DISCIPLINE TEAM SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
		History 10AB1* (SG)		History 10AB1* (SG)	History 10AB (IS)
8:00-8:50	History 10AB (LG)	History 10AB2 (SG)	History 10AB (LG)	History 10AB2 (SG)	Project work in library, laboratory, music room, art studio, etc.
		History 10AB3 (SG)		History 10AB3 (SG)	

(60 students, 2 teachers, 1 instruction assistant)

*One history 10AB-SG can be supervised by an instruction assistant, student teacher or student leader. LG=large group, SG=small group, IS=independent study.

⁴⁸Singer, p. 17.

⁴⁹Ibid.

TABLE III⁵⁰FLEXIBILITY FOR SINGLE-DISCIPLINE WITHIN
A DAILY ONE-PERIOD SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Group A1, A2, A3 LG-60 students	Group B&C LG-30 students	Group A1 A2 LG-40 students	Group A3, B, C LG-50 students	Group A1 SG-20 students
8:00-	Group B SG-15 students	Group A1 IS-20 students	Group A3 IS-20 students	Group A1 SG-20 students	Group A3 IS-15 students
8:50		Group A3 SG-20 Students	Group C SG-15 Students		Group C IS-15 Students Group A2 IS-20 students

(90 students, 3 teachers, 1 instructional assistant)

TABLE IV⁵¹

INTERDISCIPLINARY BLOCK OF TIME TEAM

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Two English teachers team together with two history teachers to teach 120 students for a 120-minute block of time scheduled as the team desires for LG, SG, IS situations.				
9:00					
10:00	Team Planning				
(120 students, 4 teachers, 1 aide)					

⁵⁰Ibid., p. 18.⁵¹Ibid., p. 19.

At a high school in the Jefferson County, Colorado, system, a student's schedule may include some double-block subjects and team teaching organization. A typical schedule is shown in Table V.

TABLE V⁵²

AN ILLUSTRATION OF A STUDENT'S SCHEDULE

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	W. History	W. History	W. History	W. History	W. History
2	Pl. Geom.	Pl. Geom.	Pl. Geom.	Pl. Geom.	Pl. Geom.
3	Shop II	Eng. II	Shop II	Eng. II	Eng. II
4	Shop II	Eng. II	Shop II	Eng. II	Shop II
5	Biology	Biology	Biology	Study	Biology
6	Study	Study	Biology	Study	Study

At the Ridgewood High School in Norridge, Illinois, the faculty developed "The Seven Principles of Appropriateness" in determining what plan to use for the team teaching grouping. It sums up most of the material concerning flexibility.

1. The size of the group must be appropriate to its purposes.
2. The composition of any group must be appropriate to its purposes.
3. The time allotments assigned to any group must be appropriate to its purpose.
4. The physical and psychological environment must be appropriate to the activities of the group.
5. The nature of a task assigned to a team staff member must be appropriate to his talents and interests.
6. The nature of the supervision provided for a group depends on the nature and purpose of the group.
7. The subject matter content must be appropriate to each learner in the group.⁵³

⁵²Johnson and Lobb, p. 103.

⁵³Eugene R. Howard, Possibilities for Team Teaching in the Senior High School, "Team Teaching: Bold New Venture", ed. David Beggs, III (Indianapolis, 1964), pp. 77-83.

No matter what plan, schedule, or material team teachers choose to use, the first general principle that appears necessary to a successful program is eliciting the co-operation of the students which can be achieved only by seeing that they understand the purposes and advantages the teachers and administrators feel the venture has for faculty and students over the more traditional methods. The student's co-operation is essential, and he should be shown that the student is the central focus in all the team's efforts.

CHAPTER III

THE USE OF TEAM TEACHING IN THE ENGLISH CURRICULUM

The English teacher in the typical high school today is hampered in doing a successful job by the unrelenting pressures of meeting five oversize classes five days a week and of teaching all areas of the language arts program. Team teaching suggests ways by which the English teachers may hope to overcome some of the pressures and stereotyped patterns that can turn their teaching into a mere routine.

The subject matter of the language arts curriculum lends itself to team teaching. English is such a complex subject that it proves difficult for any one teacher to prepare detailed lessons in all facets. If one teacher cannot fulfill all the requirements, perhaps a team can be a more effective unit. Certainly an enthusiastic and interested teacher in one special field should be shared and should be allowed to spread his infectious influence to a larger number of students.

Twenty years ago one teacher with one or two textbooks handled a traditional English classroom. Today, in a team teaching class, the students have the advantage of two or more teachers assisting them in their studies of the language arts. The students may also benefit from the use of audio-visual aids, outside speakers who lecture on correlated subjects throughout the year, theme readers

who assist in correcting compositions, and a well-stocked library in which the students can browse and one which they can use to further a study in depth.¹

For the teacher the ordinary routine of a classroom is changed, and he can offer a stimulus and produce a better atmosphere for creativity. The teacher finds more energy and time is expended in team teaching---additional planning, preparation, and organization are required by each member of the team. Meetings are held to correlate the work, extensive preparations of lectures are made to incorporate the important facts in an interesting manner, audio-visual aids are secured to correspond with the requirements of a planned unit, conferences with theme readers are called to assure that compositions are graded as desired, and arrangements are made to have outside speakers. All these tasks, along with the paper grading and the student conferences, are a part of a team teacher's program.²

However, if the students meet in a group lecture one day a week or do independent study for a day or so, the teacher will have a chance to catch up on his tasks and to go ahead with planning the next presentations. It does not mean free time for the instructor; rather, it means time to work out better lessons and to do a better job of evaluating students' work.

¹Grace A. Lindahl, "Team Teaching in English Is Flexible, Stimulating," Chicago Schools Journal, November, 1964, p. 49.

²Ibid.

One report shows that when teachers had extended time for preparation and evaluation, they found much of the material they had been using in their classes consisted of information the students already knew. Having the time to analyze their courses of study, they discovered more effective means to teach the material and areas that needed only a superficial mention. The added time meant more efficient use of teacher time, more efficient classroom presentation, and more efficient learning on the part of the students."³

As the English course covers quite a broad field of study, one teacher seldom, if ever, covers it all to his own or to the students' satisfaction. Frequently a teacher will emphasize one area while completely ignoring equally important portions of the course because the teacher feels more adept in the one than in the others. Team teaching enables the teacher to specialize in those portions of the course in which he has strength or preference.

The Organization of English Teams

Teams differ as to personnel as much as to what they teach. In Jefferson County, Colorado, for example, one teacher specialist, two general teachers, and an instructional assistant or clerk are a team in English. In another school, the sophomore English team includes one teacher specialist, two general teachers, one instructional assistant, a librarian, two students, and two community

³Dwight W. Allen and Robert B. Moore, "Talent, Time, Tasks, and Teachers," California Journal of Secondary Education, 35, (April, 1960), p. 234.

consultants.⁴ At still another school in the county, an interdisciplinary team is composed of a teacher specialist in English, a teacher specialist in social studies, and an instructional assistant.⁵

One of the Jefferson County English teams believes that their combined strength is more effective in the classroom than any individual ability of any one member. The team consists of an experienced teacher who has graduate work in dramatics and literature, a less experienced teacher who is also an instructor of a foreign language, a beginning teacher of journalism and a para-professional⁶ who has a degree in psychology.⁷

At Hickman High School, Columbia, Missouri, the English team feels that the practice of using an inexperienced teacher with two veterans is especially effective in assisting the beginner who is new either to the school or to team teaching in organizing his course with efficiency and in becoming acquainted with the school. At the same time the new member of the team often offers suggestions that

⁴Teacher specialist and general teacher are defined as indicated in Chapter II as designations used in the hierarchical team teaching approach. An instructor assistant in this school was used as a secretary who took roll, did the necessary typing and mimeographing, etc. The community consultants were interested people in the community who helped in securing materials and personnel. These last two terms will be discussed more fully later in this chapter.

5. Allen and Moore, pp. 98-99.

⁶Para-professional is defined in the Jefferson County, Colorado, schools as a person with a bachelor's degree but not a teaching certificate, according to Vernon H. Smith, "Team Teaching Has Advantages," English Journal, XLIX (April, 1960), p. 242.

⁷Allen and Moore, p. 244.

have not been tried by the other members.⁸

At the Roosevelt Junior High School, Roosevelt, Utah, the team is comprised of four classroom teachers, the librarian, and the principal.⁹

A unique team is to be found at the Louisville Male School in Louisville, Kentucky. Two of the team members devote half their teaching time to the University of Louisville and the remaining half to the directing, planning, and teaching of the high school's team teaching program. One of the teachers, an associate professor of English, served primarily as a consultant, although he also participated in the teaching of the high school classes. The other is an experienced high school English teacher who has two freshmen composition classes at the University and serves as the team leader. The others on the team include two high school teachers, one a veteran of thirty-eight years and the other a beginning teacher, and a part-time clerk. In addition three practice teachers were assigned by the University to the team each semester.¹⁰

Planning Sessions Scheduled for Teams

Teams vary according to the subject matter and students' abilities as well as to the personnel available for a team approach. However,

⁸Conrad Stawski, "Team Teaching at Hickman High School," Kansas Association of Teachers of English Bulletin, April, 1965, p. 8.

⁹Lawrell Jensen, et. al., "Eighth Grade Team Teaching at the Roosevelt Junior High School," California Journal of Secondary Education, 35 (April, 1960), p. 237.

¹⁰Martin Stevens and William R. Elkins, "Design for Team Teaching in English," English Journal, LIII (March, 1964), p. 170.

once a team has been selected, planning sessions are needed to make team teaching successful. The team meets to determine the course content, for although the methods of teaching English will differ from those of the traditional classroom, the content may not.

The next step that most schools undertake is to divide the lessons into units. For example, the Southwest Miami High School, Miami Florida, team made a chart of the periods in English literature and the highlights they intended to cover each period. The choice of lecture was then made by the teacher who was best suited to that area of the work, the one who felt the best informed and most excited about it. The Miami team required the teacher to be enthusiastic about the topic and to convey the feeling to the student audience. After choosing a lecture, the teacher became an autonomous unit who handled the lecture anyway he pleased, although he might ask for help in running a record player or projector. The teacher was permitted to let his talent flow and to give the students a varied approach to literature which was provided by the different personalities of the team, to spread the team's enthusiasm to the students, and to prepare them for the more formal lecture atmosphere of the universities.¹¹

At the Andrew Hill High School in San Jose, California, the English team was comprised of two teachers. After deciding upon

¹¹Berenice G. Conner, "Let Your Enthusiasm Show," English Journal, L (December, 1961), pp. 616-617.

the course content, the two teachers divided the lessons into units and distributed the work. They decided upon the lectures in the "Julius Caesar" unit: one on Shakespeare and one on the life in Shakespeare's time. Study questions, projects, audio-visual aids, and discussion questions would all be a part of this unit. One teacher assumed the preparations for the unit while the other worked on the next unit, poetry. Later units the team might do as a shared project.¹²

A pre-school planning session was used by the Roosevelt, Utah, Junior High School team. At the initial conference the team met with a university consultant and prepared for the project, although the team was limited somewhat by time and information available. The teachers viewed and chose audio-visual equipment, divided the students into four homogeneous sections with mental ability, scholastic achievement, and teacher evaluation as their criteria. The pre-planning session familiarized the teachers with working as a co-operative team rather than as individuals.¹³

The other units were planned later in the school year but well ahead of the times they were needed by the teachers. The individual responsibilities for the units were assumed by the team members according to their specialization and the time available. All materials from the units were catalogued and filed for future use. The

¹²Betty Giltinan, "The Rise and Demise of a Team," English Journal, LIV (May, 1965), p. 429.

¹³Jensen, p. 237.

librarian¹⁴ was responsible for preparing a daily schedule of teacher assignments indicating whether large or small groups would be used and the teacher who would be teaching. This was done far enough in advance so that any necessary audio-visual materials could be ordered or prepared.¹⁵

Certainly not all work can be planned before the school year begins. Most of the work needs to be discussed and worked out as the year advances. Most proponents of team teaching insist that the teams must have an hour within the school day in which they can meet. Stawski believes that having this same hour and a definite day for weekly meetings to plan gives the team good organization. During this time they can decide who will prepare a given lecture, what work needs to be completed, what points need to be emphasized, what are the best methods of presentation, and what needs to be included in a test. While together in the designated period the team members have the opportunity to evaluate their work and discuss their students, making any necessary changes or attempting to settle any personality conflicts. However, these units are organized generally so that any member of a team may feel free to add what he wants in his own class, such as reports, writing assignments, and special projects, according to the level of the individual class.¹⁶

¹⁴The article does not make clear whether the librarian referred to is a school librarian or if the name librarian is used by the school as synonymous with clerk.

¹⁵Jensen, p. 237.

¹⁶Stawski, p. 8.

These schools used as examples have adapted to their own particular situations a proposed schedule of team planning provided by Joseph C. Grannis of the Harvard Graduate School of Education. He believes that if such a planning strategy is followed a successful team teaching project will be possible.

1. Teachers read on the general topic of the proposed unit.
2. Teachers survey written materials and other resources available to pupils for unit.
3. Teachers individually, and then together, consider possible scope and sequence of generalizations and contexts relating to unit. Unit is now divided into phases.
4. Teachers together stake out key lessons for collective planning. The teachers need not know the actual plans for the lessons at this point but should be individually committed to doing some research and preplanning in preparation for ensuing planning sessions.
5. Teachers and consultants begin construction of team learning and evaluation exercises in accordance with specific objectives of unit.
6. Periodic meetings for collective planning to accomplish the following: (a) critique of previous key lesson, i.e., consideration of how it worked out in the follow-ups; (b) presentations and discussion of plan proposed for next key lesson by individual teacher(s) responsible---this will lead to the individual's preparing a written plan in advance of the lesson's being taught so as to coordinate preparation and follow-up and to serve as a record for the resource unit; and (c) discussion of possibilities for individual, small-group, and class studies revolving around generalizations highlighted in proposed key lessons.
7. Daily planning on a contingency basis. Pupil-teacher planning recommended especially for the unit or unit phases.
8. Coordination of team's daily plans. Teachers can share activities, materials, space, and pupils provided (a) that plans are made public in advance and (b) that leaders encourage cooperation.
9. Leaders help teachers set up conditions in classrooms to facilitate planful behavior of both teachers and pupils. This involves

strategic use of leaders' teaching commitments, clinical analysis of teaching style, help with grouping, help with record keeping on pupil progress, etc.¹⁷

Assignments Designated for Team Members

The junior English team teaching project at Evanston, Illinois, gives an idea as to how members handle the assignments in the course. The 395 students in the project range from below average to above average in academic ability. The juniors in the project meet three periods a day either in one of fifteen seminars consisting of twenty to twenty-five students or in the large groups which the Evanston team calls community groups.¹⁸

The leader of the team, "a dynamic and imaginative teacher" with several years experience, lectures on drama, his specialty, to the community groups. A second team member has specialized in grammar. He gives the community groups instruction and practice in composition, making some type of writing assignment nearly every week. The final team member lectures to the community groups on poetry and the novel. In addition these four master-teachers are responsible for three seminars.¹⁹

The team also includes two inexperienced teachers who handle one or two seminars. An art consultant completes the team. She helps

¹⁷Joseph C. Grannis, "Team Teaching and the Curriculum," Team Teaching, eds. Shaplin and Olds (New York, 1964), p. 152.

¹⁸Ned E. Hoopes, "Team Teachers Play a Winning Game," The P. T. A. Magazine, March, 1961, p. 30.

¹⁹Ibid.

the lecturers by selecting pictures, discussing possible visual aids for each class, and by preparing the materials for the lectures.²⁰

In the junior English project the team works together, under the guidance of a leader, in planning activities for all units of study. The planning activities include working out assignments, scheduling the community group sessions that will be most effective for certain lessons, discussing activities for the seminar groups, and dividing responsibilities. The Evanston team believes the flexible scheduling and large group lessons save the teachers time and permit them to plan together, to observe one another, and to be observed. "The constant exchange of views strengthens both instructor and instruction and assures the student that classroom experiences will be carefully planned and vital."²¹

In West Irondequoit, New York, all the teachers on the junior English team share the large and small-group work equally. In a week one of the five teachers is responsible for two large-group lectures, one of which is a repeat, fifteen small-group seminars, and five conventional classes. A double period each day is used as a planning time.²²

Interdisciplinary teams in Jefferson County, Colorado, use a two-period block for world history and English at the sophomore level

²⁰Ibid.

²¹Ibid.

²²Singer, p. 19.

and a two-period block for American history and English at the junior level. The teachers on teams are subject to working closely together not only for effective planning, but also for retaining the identity of each subject. Another team in the same system is called a symbiotic team as it includes representatives from various groups who are working together—one teacher specialist, two general teachers, one instructional assistant, a librarian, two students who are members of Future Teachers of America and who are interested in securing background information and experience, and two community consultants who are interested adult members of the school area serving as a sounding board for the team and assisting in the area of obtaining material and personnel resources.²³

At the Senn High School, Chicago, two plans have been adopted by the English team teachers. In the first plan, three teachers, aided by a clerk, theme readers, and a reading room supervisor, team teach seventy-six students in an English class of honor students. Each student has two teachers who work with him and jointly grade him. During a week the students meet in different-sized classes ranging from the entire group of seventy-six to the smaller-sized classes of thirty-eight to more individualized instruction classes of nineteen. A sample teachers' schedule for this plan is given on the following page in Table VI.

²³ Johnson and Lobb, pp. 98-99.

TABLE VI²⁴

PLAN I EMPLOYED BY THE SENN HIGH SCHOOL, CHICAGO

Day	Teacher A	Teacher B	Teacher C	Reading Room
Monday	Lecture			
	Literature			
	-76-			
Tuesday	Discussion of	Composition		Reading*
	Literature*			
	-38-	-19-		-19-
Wednesday	Discussion of		Composition	Reading*
	Literature*			
	-38-		-19-	-19-
Thursday		Language	Composition	Reading*
		Study		
		-38-	-19-	-19-
Friday		Composition	Language	Reading*
			Study	
		-19-	-38-	-19-

*If desired, Reading Room and Discussion Group or Study Group schedules can be interchanged allowing for small discussion groups.

The second plan in this Chicago high school is not as elaborate nor does it involve as many of the personnel of the team. In the simpler plan two teachers from the same discipline form a team to share the work load and to increase the quality of instruction for sophomore English honor classes and also a team for the senior English honors class. The plan is adjustable to the wishes of the team teachers and the needs of the classes. Each teacher has his own class and does his own grading. The classes are brought together whenever the instructors feel a certain activity would be beneficial or effective for a large group. When the reading room is used, one teacher can supervise both groups, freeing the other to hold student conferences or to prepare for a later unit. Panel members are

²⁴Lindahl, p. 51.

selected from both groups to discuss a phase of the unit. The schedule for a sample of the simpler plan is shown below in Table VII.

TABLE VII²⁵

PLAN II EMPLOYED BY THE SENN HIGH SCHOOL, CHICAGO

Day	Teacher A	Teacher B
Monday	Class 25	Class 25
Tuesday	Reading Room -- 50 students	
Wednesday	Class 25	Class 25
Thursday	Optional joint activities-- lectures of teachers, panels, audio-visual aids, visiting speakers--50 students	
Friday	Class 25	Class 25

At the Bloom Township High School the team is composed of three history and three English teachers who have seventy-nine students under their direction. Each English and history class did retain its identity throughout the year, and each teacher was responsible for the English or history instruction and evaluation of the students in his class. In this regard it appears that the work was primarily traditional. However, each teacher could often co-ordinate his activities and those of the teacher with whom he was paired. Scheduled flexibility encouraged such correlated activities with either one or both teachers instructing the class for the entire double period or any portion of the 110 minutes. In the book issued by the team at Bloom Township High School concerning their team teaching project a sample is given of how this is accomplished:

²⁵Lindahl, p. 54.

An English teacher's log records that on November 21 he was in the history teacher's room during the second period history class "making suggestions of the writing of the history biography and helping students get started." The next day's entry indicates that the history teacher visited the first period English class to help evaluate the reports and to join the English teacher in an informal panel: "Before revision of the book reports, I gave a critique on the reports. Kamp (the history teacher) was present to hear this and we held an informal panel to encourage the students to put forth more effort at self-improvement in composition, etc."²⁶

Student Evaluation

While the team at the Bloom Township High School uses a traditional approach to evaluate students for grading periods, other teams have developed a co-operative approach to the grading. In one study each member of the team graded each student where the team had worked co-operatively. Surprisingly, perhaps, little conflict resulted as the teachers tended to be more objective and tended to have better evidence for the student progress grades.²⁷

Casey suggests that the lecturer of a unit whose responsibility includes preparing follow-up material and tests should be the one to evaluate the entire group for that specific unit.²⁸ At the Senn High School, Chicago, in the more elaborate plan of organization, two of the teachers on the team are assigned to each student and

²⁶William A. Shroyer, Team Teaching at Bloom Township High School, The Center for Co-operative Study of Instruction (University of Chicago, n.d.), p. 2.

²⁷Mahoney, p. 14.

²⁸Casey, p. 166.

jointly grade the student. In the simpler plan, each teacher is responsible for his own class of twenty-five students.²⁹

Aids Available to a Team

Numerous aids are available for a team teaching project in English. Teams have made extensive use of various types of projectors with associated slides, films, as well as the teacher-produced materials, tapes, records, and other devices. Perhaps one of the most valuable contributions a team can accomplish is to make effective and economical use of these technical aids.³⁰

The typical school budget restricts purchase of equipment, supplies, and materials. As a result central resource facilities are established quite often with a teacher who has training in audio-visual equipment placed in charge of the center. However, due to the necessity of requisitioning, scheduling, moving, and operating the equipment, the aids are not utilized as they should be, and it becomes an administrative problem to persuade teachers to use them at all.

Audio-Visual Aids

Many team members have found that the overhead and opaque projectors are indispensable tools, especially in the large-group presentations. The overhead projector permits the teacher-lecturer to maintain eye contact with his audience at all times while he

²⁹Lindahl, pp. 50, 54.

³⁰Shaplin, "Antecedants of Team Teaching," p. 53.

performs all tasks that are usually done on a chalkboard. With the overhead projector the material is many times enlarged on a screen behind the teacher. Single slides or slides with overlays can be prepared or purchased to use in presenting a sequential development of a concept or skill. The opaque projector can be used to show illustrations in books, some solid objects, and printed materials such as maps, diagrams, and printed text that need not be reproduced in quantity.³¹

The audio-visual materials can be utilized and effectively presented in a large lecture room. In a Miami high school the team strove to supplement the textbook material with interesting information; to spread the team's enthusiasm for reading by showing books and discussing authors; and to heighten a lecture with classic films and other aids not practical for individual classroom use. In a unit concerning Anglo-Saxon England, during a lecture slides of Stonehenge, Iona, and Hadrian's Wall were shown; during the reading of Celtic Runes in Old English, the writing was shown by the aid of the opaque projector.³²

At another time in conjunction with a lecture on Chaucer's life and character, pictures of London and Canterbury, as he would have known them, were shown. "Canterbury Tales" in Middle English were projected on the screen while the students listened to the language read on recordings. From this experience the students learned to

³¹Bair and Woodward, p. 129.

³²Conner, p. 627.

read a portion of the Prologue. Wooden figures of the Pilgrims were seen through the use of the opaque projector while the teacher told the Tales of some of the pilgrims which were not in the text. The students were so instilled with the teacher's enthusiasm that the next day all books on Chaucer were checked out of the school library.³³

The team at Senn High School, Chicago, makes every attempt to have a unified program in which audio-visual aids are incorporated into the course of study. After a study of Charles Dicken's Great Expectations, including reading and analyzing the book, lectures, discussions, composition writing, and a test, the film from Encyclopedia Brittanica was rented and shown to the large group with the complete team in attendance. The following quotation gives some idea as to the use of audio-visual materials:

In the film, Mr. Clifton Fadiman discussed and interpreted the background, characters, and dominant themes of the novel and illustrated from time to time the scenes from the book. From the narration of Mr. Fadiman, new viewpoints and questions arose. In the next small discussion classes of the team, an analytical study was made of the presentation Mr. Fadiman had given. A deeper insight into the novel and into the Victorian Period was gained by the students from the interesting class discussion that ensued. Some excellent composition subjects grew out of the penetrating comments that were made.³⁴

Robert H. Anderson suggests some special considerations that should be given to the use and display of visual materials:

³³Ibid.

³⁴Lindahl, p. 53.

Materials and equipment should be read ahead of time. Visual materials, whether they be maps, pictures, flannelgraph figures, posters, or writing on a chalkboard, should be of sufficient size and so located that all pupils can see them. Too many seemingly unrelated displays can at times be distracting to the pupils. The moving around of displays and materials during the lesson should be avoided.³⁵

Television may be considered another form of large-group audio-visual instruction. This form of aid can provide every student a close-up of a demonstration or scene concerning a subject being studied in English. In Evanston Township High School, Evanston, Illinois, the closed-circuit television courses in English and speech were developed by a team composed of an experienced teacher, a television engineer, several cadet teachers, and a clerical aid.³⁶ Television teams such as the one at Evanston, however, are not considered a part of team teaching by many of those writing on the team teaching approach.³⁷

Guest Presentations

Another aid that English team teaching has concerns the outside lecturers who frequently enhance the content of the course. The use of guest speakers may serve as an intellectual stimulus for the teachers and students alike. At the Pittsford, New York, Central

³⁵Robert H. Anderson, "The Organization and Administration of Team Teaching," Team Teaching, eds. Shaplin and Olds (New York, 1964), pp. 211-212.

³⁶Shaplin, "Antecedents of Team Teaching," pp. 51-52.

³⁷A detailed study of the possible advantages of a team approach in television teaching can be found in Teaching by Television, New York, The Fund for the Advancement of Education, May, 1959.

High School, college professors or qualified lay persons are invited to speak from time to time on relevant topics. If a master-teacher communicates to his students his personal prejudice concerning a literary figure, students can acquire a more objective picture if a lecturing professor who happens to like the writer in question speaks to the group. That this can give a challenging and provoking presentation to the students is this teams point of view.³⁸

After an English honors team teaching class in Chicago had studied "Hamlet," a visiting university professor whose specialty was Shakespeare presented a "scholarly brilliant lecture" on the play to the entire large group. Later, when the team classes were discussing poetry, the students studied the life and poetry of Emily Dickinson. Through a fascinating talk given by a professor from a nearby university, Miss Dickinson became a very real person to the students.³⁹

At the Hickman High School, in Missouri, the English team has encouraged the college students who want an audience for a dramatic production to give their presentation before the large group of the team teaching program.⁴⁰

Student Participation

The teacher has at hand one aid that is generally overlooked, the students themselves. In Evanston through the year faculty and

³⁸William R. Grammar, "Senior English and Team Teaching," New York State Education, February, 1963, p. 23.

³⁹Lindahl, p. 55.

⁴⁰Stawski, p. 9.

students participate in panel discussions and in short dramatic sketches that relate to the course of study.⁴¹

An even more extensive use of student aid can be found in the Pittsford Central High School, Pittsford, New York. At the end of the semester, students who have good speaking voices and have done well in the course are asked to give forty-minute lectures to their peers on a literary figure. Generally the student lecturers create more interest and are more effective than the teachers, because the students speak in the audience's vernacular and interpretation ceases to be a problem.⁴²

Aides for Team Teachers

Team teaching provides an opportunity to use non-professional teacher aides to relieve the team members of numerous routine chores which it is estimated take up forty per cent of a teacher's time.⁴³ These aides may be senior members of the student organization Future Teachers of America, students from a nearby college, clerical workers, or adults either with or without college degrees who are recruited from the community.

Among the numerous chores that these aides can assume are keeping attendance rosters, collecting money, typing stencils,

⁴¹From a teacher's handbook used by the Evanston school system.

⁴²Grammar, p. 22.

⁴³Shaplin, "Toward a Theoretical Rationale for Team Teaching," p. 76.

running the mimeograph machine, and supervising the large-group lectures. Other tasks that are more closely associated with teaching, such as grading some written work and objective tests, administering tests, preparing classroom materials, and supervising independent study or study halls can be handled by trained non-professional aides.

At the Senn High School, Chicago, the team spends all of its time in the classroom for instruction; outside the classroom the team uses its time preparing for the classes and grading papers. To make this possible clerical aides are used to make out class lists and seating arrangements, to take attendance for the large group, to send out absence slips, to type and mimeograph needed materials, to record grades, and to prepare grade sheets.⁴⁴

A team in Tacoma, Washington, used, during the first year of team teaching, two students from two liberal arts colleges located in the vicinity. The respective colleges recommended to the English team the two aides who were planning to become English teachers upon the completion of their college work. The colleges chose them for their ability and competence based on a thorough knowledge of grammar and mechanics in writing, an understanding of organization and logical development of composition, and a feeling for style and usage. These aides helped the team by correcting papers which included tests, vocabulary, notebooks, research papers, weekly themes, and precis. They served thirty hours per week, the time fluctuating from week to week, depending upon the needs of the

⁴⁴Lindahl, p 53.

department and the available time of the assistants. The second year, as one of the aides graduated from college, a housewife with an English major was employed.⁴⁵

The Evanston team hands to the secretary-teacher aide results of the planning session. The aide types the materials that are needed and makes copies for the students, in addition to her duties of proctoring examinations, giving make-up tests to students and filing teaching materials for future reference. The team also uses student teachers when available to aid in the supervision of the seminar groups. In addition Evanston lists another type of teacher aide, the lay reader to help in reading and grading some of the written work of the students.⁴⁶

Grouping for English Team Teaching

Once a team of English teachers have decided upon the units for a year's study, the next step is to determine which of the activities in the units are adaptable to large groups of students and which ones require smaller groups.

Dr. Nathan S. Blount suggests that the group size decisions should be based on what Benjamin S. Bloom's Taxonomy of Educational

⁴⁵Harold F. Gray and Carl T. Fynboe, "Teaching Assistants," California Journal of Secondary Education, 35 (April, 1960), p. 247.

⁴⁶Hoopes, "Team Teachers Play a Winning Game," p. 30. Lay readers are not considered unique to team teaching in most of the researched material. However, much literature is available on lay readers. Perhaps the single best introduction to the use of lay readers is Edwin H. Sauer, Contract Correcting: The Use of Lay Readers in the High School Composition Program, Cambridge, Massachusetts, Harvard University Press, 1962.

Objective terms "cognitive educational objectives." Of the cognitive objectives⁴⁷ those which involve knowledge may be given in the large group —lectures, discussions, and demonstrations on the background of literary selections, biography of authors, critical apparatus, items of semantic interest, history of words, etc. Of the secondary category of cognitive objectives, intellectual abilities and skills, some might be used in large groups; others might seem more adaptable to smaller groups, depending upon the purposes of the unit and the ability and interests of the students. The non-cognitive or affective objectives⁴⁸ might be best suited to small-group work.⁴⁹

Common Use of Grouping

Larger classes or groups utilize the talents of the English staff and improve instruction of the teacher with the aid of the overhead projector. The teacher can give a lecture or demonstration to a large group of students as easily as to a small group. Both teacher and students may benefit by this technique.

At the Wayland High School, Wayland, Massachusetts, a typical English student meets with his class one day a week in a specially

⁴⁷Cognitive objectives are objectives which involve the recall or recognition of knowledge or the development of intellectual abilities and skills.

⁴⁸Non-cognitive or affective objectives are objectives which include impact on the student in terms of interest, attitude, and values or the development of appreciations.

⁴⁹Nathan S. Blount, "Fructify the Folding Doors: Team Teaching Re-examined," English Journal, LIII (March, 1964), p. 178.

constructed large-group lecture hall. The teacher who gives the lecture may be aided by a film strip projector, a tape recorder, an overhead projector, or anything else he feels necessary for a vivid presentation. "The lectures present a set of common learnings which follow along with and enrich the main stream of the curriculum."⁵⁰

The English team at Wayland may join other teams in the school system and pool resources to give a joint lecture. For a lecture entitled "The Civil War Period in American History, Music, and Literature," the English, history, and music teams gave their presentation during a two-period block of time to the junior class. The lecture included the poetry of Melville and Whitman as being the most appropriate literature of the period; historical sketches of the period; and excerpts of Confederate and Union music accompanying the information given by the lecturers. To increase interest further, an overhead projector was used for pictures that dramatized the talks. Through joint endeavors of this type, the Wayland faculty hopes that the transfer of knowledge from one subject to another is not a wishful thought but a reality.⁵¹

The English team at Chanute, Kansas, uses about forty per cent of the time in large-group presentations. Among the activities undertaken in the large-group classes are introduction of new topics, units, and concepts; understanding of terms and concepts with

⁵⁰Paul Ford, "A Different Day for the English Teacher," English Journal, L (May, 1961), pp. 334-335.

⁵¹Ibid., p. 335.

students and instructor raising and answering questions; and student presentations, panels, and other group techniques.⁵²

The art of listening can be revived and taught through the large-group lectures. Television has tended to cloud in many young people the ability to create mental images from words. The teacher has a chance to teach the desire and necessity of learning to listen, and he can encourage or insist that the students take notes.⁵³

The Pittsford team teaching approach uses two ninety-minute periods a week for lectures to the 150 senior English students on English and world literature on subjects ranging from Beowulf to the Age of Victoria. Some of the lectures are given as straight talks on various periods of literature; some are film-strip presentations. Some show teacher ingenuity; for example, using the debate club to recreate the famous debate on Darwinism which split the Victorian literary world.⁵⁴

Perfect homogeneous grouping does not exist in an English classroom. The dividing line may be drawn with care; nevertheless, wide differences in abilities in language arts are to be found. The poor reader may not be a poor listener, nor is the poor writer always a poor speaker. When team teaching is used the students can be grouped for a short time and for a particular need. Students are not frozen into a subject group; they can move from group to

⁵²Dell Reed and Oleva A. Lewis, "Eleventh Grade English Is Reorganized in Chanute, Kansas, Senior High School," National Association of Secondary School Principals Bulletin, January, 1962, pp. 230-231.

⁵³Granger, p. 24.

⁵⁴Ibid, p. 22.

group according to motivation and the mastery of the material being studied. Thus these smaller groups help both the accelerated and the slow students who are hampered by the pace of a traditional classroom.⁵⁵

Some schools use a medium-sized class of thirty-five to forty students and a smaller group of seven to nineteen students. The plan used by the Wayland, Massachusetts, team teaching approach is an example of this. After a large-group session, the students spend the next two days in a medium-group classroom with no group larger than thirty-five students. The teacher applies what has been given by the lecturer through follow-up material, deciding what depth and speed is appropriate for his homogeneous group. The next day, and for several days thereafter, the students go to their assigned small group which consists of about fifteen students placed homogeneously. The teacher does not direct the study but serves as a guide allowing the interplay of ideas among students.⁵⁶

In the smaller grouping the teacher and his students may select and research a topic which is of interest but which could not be covered in a larger group. Following the Civil War lectures, one of the small groups spent time on a discussion of Thoreau, Emerson, and Melville. The students attempted to link the three writers with the main social and intellectual currents of the period in American history. From such a study the students might find literature to

⁵⁵H. A. Clawson, "English and Science Studies in Mattoon Senior High School," National Association of Secondary School Principals Bulletin, January, 1961, p. 257.

⁵⁶Ford, p. 335.

be more meaningful and to have a connection with political, intellectual, and social ideas of a given period.⁵⁷

The discussion periods with small groups are not a way for a teacher to avoid teaching and for students to get around studying; these sessions are not undirected. The organization might run something like this. One student is responsible for a report on Canby's life of Thoreau, another for Thoreau's Walden, and another for Thoreau's essay on Civil Disobedience as well as the historical events that led up to its appearance. Other members of the class have read something of Thoreau and Emerson, but they withhold comments until the formal reporting is completed. Then the teacher attempts to ask some questions that will lead students into a thoughtful and fruitful discussion. Students work harder than they ever did; they enjoy learning because subject areas are no longer compartmentalized, because student questions no longer go unanswered.⁵⁸

The Senn High School, Chicago, uses a class of thirty-eight for the medium group. This team believes that the medium group is a better size for passing out textbooks, giving assignments and instructions, listening to recordings, observing filmstrips, presenting students'-prepared, individual and committee reports which require an audience situation. However, a smaller group of nineteen proves ideal for informal discussions in which the aim is for every boy and girl to participate during the period.⁵⁹

The Louisville Male High School calls the large-group sessions lead-lecture plan. A lecture is given each week, preferably on Monday, by a senior teacher on the team. The entire teaching team

⁵⁷Ibid, pp. 335-336.

⁵⁸Ibid., p. 336.

⁵⁹Lindahl, p. 51.

as well as the eighty student attend these lectures which are organized and designed for the discussion of six small groups of about thirteen students which meet the rest of the week. The small groups are based on ability.⁶⁰

Pittsford Central High School, Pittsford, New York, goes from the lecture-size group to the seminar groups of nine to twelve students. The students are assigned to the seminars on the basis of ability. Group techniques are first of all taught to every section with the teacher eventually becoming a consultant only. The chairmanship of a seminar rotates. A recorder is selected to list the number of contributions made by each student and to write a report on the results of the discussion.⁶¹

To keep this seminar from becoming a meaningless chatter session, a position paper is required. The paper, 300 to 500 words in length, is based upon the student's reading. The paper, which is handed in and graded for content, gives the basis for the oral argumentation the student will follow. During the seminar every student is expected to participate.⁶²

The teacher's role depends upon how self contained the group has become. In some instances the teacher must supervise and guide until self-motivation is learned; in other groups the teacher is not needed, as the discussion would continue whether he is

⁶⁰Stevens and Elkins, p. 176.

⁶¹Grammar, p. 23.

⁶²Ibid.

present or not. The Pittsford team has found that either all-girl or all-boy seminars produce freer discussion---"young ladies seem to believe that a demonstration of intellectual prowess can be detrimental to their dating potential." The team has discovered also that for psychological reasons approximately ten per cent of the students will not enter into the discussion spontaneously and need to be prodded.⁶³

Chanute, Kansas, uses the seminar-sized group of twelve to fifteen students to sharpen understanding through examining terms and concepts and reaching areas of agreement and disagreement. The small group, occupying about twenty per cent of the team teaching time, permits students to learn about getting along together.⁶⁴

The Pittsford team places great confidence in the seminar-sized groups:

Seminars teach students to wrestle with ideas in a peer relationship. As a result, students learn to express themselves in a forceful, articulate manner. Discipline problems are virtually non-existent. Peer rivalry in seminars leaves little time for mischief, and the lectures are so varied and rapidly paced that discipline through interest is a reality.⁶⁵

A program of still less teacher supervision may be found in the individual or independent study. The students at Chanute High School, Chanute, Kansas, spend approximately forty per cent of their time in the independent study which requires them to take more

⁶³Ibid

⁶⁴Reed and Lewis, p. 231.

⁶⁵Grammar, p. 24.

responsibility for self-direction. The teacher serves as a consultant and holds conferences with the students whenever necessary in order to clarify goals, content and personal problems. The students read, listen to records, question, examine, consider evidence, analyze, investigate, think, write, create, memorize, and record.⁶⁶

The independent study program at a school in Chicago is correlated with the main course of a class. Student committees of four or five may work together on a project. Either individual or committee reports of independent studies are presented to the medium-sized groups.⁶⁷

A list of all the year's assignments are mimeographed and given to each senior in the team teaching program at Pittsford, New York, at the beginning of the school year. This is the only reminder a student has of the independent study assignments. However, the team expects the student to accept his responsibility of meeting the designated deadlines. An assignment one day late decreases the grade by ten per cent; two days late, twenty per cent; any later, and the grade is a zero.⁶⁸

Library materials were in great demand by students in the team teaching project, and the source material in the library had to be doubled. The students are required to purchase a handbook of short histories of English literature and explanations which help to complete the requirements of the written assignments; an English

⁶⁶Reed and Lewis, p. 231.

⁶⁷Lindahl, p. 52.

⁶⁸Grammar, p. 23.

literature dictionary containing brief biographical data of authors and explanations of literary terms; poetry anthology; and a grammar handbook for correcting compositions; these are the tools the team believes will help the student in doing independent study.⁶⁹

At Wayland, Massachusetts, a resource center is used for independent study. The language arts resource center, one of four branches of the main high school library, will accomodate about thirty-six students. Each of the students carries on individual projects in English which have been assigned to him or which interests him particularly. The student does not use the resource center as a study hall in which he does him homework for another class. The resource center is the core of the English curriculum with several thousand books for the students to use in pursuing goals which are directly related to the study of language and literature.⁷⁰

To break down any barriers that may exist between students and teachers in a team teaching project, in which the teacher sees his students only twice a week instead of five times, a personal interview program has been inaugurated by the Pittsford team. Each student must have at least four interviews with his master teacher during a school term. At the interview the student may discuss any problems he is encountering. The teacher attempts to help the student find a solution. A student may sign up for any

⁶⁹Ibid.

⁷⁰Ford, pp. 336-337.

additional interviews he feels he needs. The team at Pittsford believes that this interview plan has helped greatly in alleviating the impersonality of the team teaching program.⁷¹

Rotation Plan

A rotation plan is used by some schools as a means of initiating the team teaching program into a school system. This plan was the one adopted by the Louisville Male High School.⁷²

At first they used a simple classroom rotation scheme for the three teachers and three conventional classrooms assigned to each with twenty-five to thirty students involved per teacher. The team established a single roll book and teacher rotation system in order to discourage the students from feeling that the first assigned room and teacher was "their" room and teacher. At the beginning of a week the students moved from one classroom to another according to an assigned schedule they had received the preceding Friday. Each instructor was teaching the same material at this time; for example, compositions were assigned at the same time on the same subject and turned in at the same time. The compositions were all placed together with no one group belonging to one particular teacher. This rotation plan was used for the first four weeks with occasional large group meetings for lectures and for tests which were proctored by a teacher's aide.⁷³

⁷¹Ibid.

⁷²Stevens and Elkins, p. 172.

⁷³Ibid.

The Louisville English team felt the rotation plan had three distinct advantages as a starter:

- (1) it imbedded in the minds of the students the notion that they were part of a team teaching project;
- (2) it gave the participating teachers an opportunity to get to know personally all the students assigned to the project;
- (3) it provided the opportunity for the discussion and co-ordination of standards in the grading of student writing.⁷⁴

At the end of the first month the team began another plan, unit rotation, for two weeks or ten class hours. The three teachers each chose a type of literature to introduce to the students under the team teaching approach; one teacher chose the short story, one poetry, and one drama to prepare for presentation three class hours of instruction to three different groups of students. The students, after attending one section for three days, were rotated to the next for three days and to the third for the final session. On the tenth day the groups met together for a test on all the material covered by the team. The test papers were graded by the team, with each teacher grading that part of the test which concerned what he had taught. The unit rotation plan reduced the preparation of lessons of the teachers since each had only one phase of literature to discuss instead of three. The group of students had an opportunity to hear three points of view on literature instead of only one as in a traditional class.⁷⁵

The completion of the unit rotation project ended the first grading period. The team met and considered the needs of students

⁷⁴Ibid.

⁷⁵Ibid.

who, although they had undergone new classroom experiences, had not profited from the great possibilities of ability grouping. The new plan that was evolved became known as the laboratory rotation plan. The team enlarged from the original three teachers and an aide to include three student teachers. The same eighty students were divided into four groups, the largest containing fifty and the small groups about ten students each. The poor writers were in the small groups which were considered remedial English classes.⁷⁶

The work to be undertaken included a four-week minimal unit of instruction which was composed of assignments in literature, composition, and language that all students were required to master. The remaining two-week period would be devoted to the specialized instruction suited to the needs of the various groups. The group of fifty used the two-week period as an enrichment period which could consist of advanced composition, intensive reading in literature, study of linguistics, intensive comparative study of a given day's issue of two mass-circulating metropolitan newspapers, the critical reading and discussion of a mass magazine like The Atlantic, exercises in extemporaneous and impromptu speaking, and field trips to theatres, libraries, and newspaper plants. The smaller classes of ten each were given instruction in the essentials of style with the help of textbooks such as English 2600.⁷⁷

⁷⁶Ibid., p. 173.

⁷⁷Ibid., pp. 173-174.

One of the team members who enjoyed teaching traditional rule-book grammar taught all the remedial English classes. The other two teachers and the aide alternated according to interest and time in teaching the fifty in the large group. The practice teachers were responsible for the minimal unit presentation in one of the small groups of ten. The schedule for the six weeks can be seen in Table VIII below.

TABLE VIII⁷⁸
LABORATORY ROTATION SCHEDULE

Week	Large Group 50 students	Small Group 10 students	Small Group 10 students	Small Group 10 students
1	Minimal	Remedial	Minimal	Minimal
2		English Class	Unit	
3	Unit	Minimal	Remedial	Unit
4			English Class	
5	Enrichment	Unit	Minimal	Remedial
6	Unit		Unit	English Class

The team felt that the laboratory rotation plan, although the most radical, was the most successful of the rotation plans. It was used with slight modifications numerous times throughout the year. One such modification was the establishment of a seminar for ten or twelve of the very best students removed from the large group of fifty at irregular times. The seminar activities might consist of an activity concerning word etymologies, writing sonnets, or assignments in additional readings in literature. One of the purposes of the seminar was to give more personal instruction to the very best students.⁷⁹

⁷⁸Ibid., p. 174.

⁷⁹Ibid., p. 179.

Grouping according to ability did not always agree with the school's classification. In several instances students labeled "advanced" on the school's records were placed in a remedial class in the English team teaching project. The reverse of this also proved to be true---students who were marked "generally academic" were found to have the ability to be in the seminar honor grouping. "Team teaching therefore, can also be a most useful instrument for providing suitable levels of instruction within fields of speciality."⁸⁰

Flexibility in class size is an asset for team teaching as certain phases of the language arts curriculum can be effectively taught to large groups, other phases can be presented with skill to smaller groups, and more individual instruction can be given to a seminar-sized group or even in aiding a student in pursuing a study independent of his classmates. The flexible scheduling permits a variety of activities which adds to the appeal of the different needs and interests of the students.

Aspects of English Team Teaching

The wide range of skills listed under the heading language arts may aid in developing a team teaching approach. Certainly enough lecture material is available for the large group sessions. The art of listening becomes a necessity. In the smaller groups writing and speaking are but two of the aspects to be used by the students. Independent study requires reading, writing, and perhaps speaking and gives the student an opportunity to develop his creative talents

⁸⁰Ibid., p. 176.

Literature

Hickman High School, Columbia, Missouri. The administrators and English teachers at Hickman High School, Columbia, Missouri, chose English III as the subject to use in experimenting in the team teaching approach as they felt that the nature of the American literature course would lend itself most readily to group lecture presentations. Since that first year, teams have been added to the English II and IV courses.⁸¹

In English II, each of the team teachers chooses and prepares for intensive analysis one of the three novels of which the school has classroom sets: Lost Horizon, Shane, and Animal Farm. The classes are rotated; each spends five or six days with each teacher. Later in the year the same procedure is followed with three Shakespearean plays, "Twelfth Night," "Romeo and Juliet," and "Taming of the Shrew." The team practice not only gives a teacher a chance to develop a thorough study, but the curriculum is enriched by offering three novels and three plays instead of the usual one novel and one play.⁸²

The English III team selects members from the three classes to serve on a panel to present relevant material from the library on a literature unit. The students receive good speech practice. A "fun" day is designated for choral reading of poetry, with talented

⁸¹Stawski, pp. 6,7.

⁸²Ibid., p. 9.

students volunteering for special solo parts. Also, students have presented scenes from good plays, demonstrated the use of stage make-up, and played good recordings from modern musicals to increase the interest in a drama unit.⁸³

The Silas Marner approach used by one of the teams gives some examples of the possibilities in developing a literature unit. The study is begun with special reports presented to the combined groups of students. Reports might include information on the Industrial Revolution, the English Country side, village life of the eighteenth and early nineteenth centuries, with customs and superstitions, communications and transportation in England during Marner's time. These reports are followed by each class' reading and studying the novel which is followed, in turn, by the presentation of special projects including a duplicated newspaper, "The Raveloe Tattler"; plays, "Gossip at the Raveloe Sewing Circle" and "The Trial of Silas Marner at Lantern Yard"; pictures and posters depicting the period; and models of the cottage, loom, and Rainbow Inn.⁸⁴

Houston, Texas. Another sample of teaching Silas Marner is the way one of the teams in Houston handles the unit. Four other novels are used at the sophomore level, The Pearl, The Red Badge of Courage, Ethan Frome, and The Old Man and the Sea. The team uses two series of joint meetings. The first concerns Silas Marner, which all the

⁸³Ibid.

⁸⁴Ibid.

students read, with background on the novel as the basis for the lecture. Each class then studies the method of development of setting and the relationship of setting to plot, character, and theme. A second teacher lectures on the novel as a literary form; a third on symbolism; and a fourth on point of view, with follow-up work done in each class following the lectures.⁸⁵

The second series of joint meetings in the unit are conducted by each of the four classes by means of panel discussions. Each class reads one of the four other novels and in the study of it gives special attention to the areas covered in Silas Marner.⁸⁶

Another team in Houston at the Millby High School uses a short story study at the sophomore level for panel discussion team teaching. Each of the three classes reads all the short stories in the textbook, paying close attention to character development, tone, and mood. Three large group sessions follow the classroom reading. In the first meeting the teacher leads a discussion on point of view by a panel of four or five of her students. The students on the panel read their versions of "The Three Bears" illustrating point of view—first person bystander, first person participant, third person omniscient, and third person dramatic objective. The teacher then briefly discusses theme. The next joint session led by another of the team members lists five ways of developing character. A panel of students read examples of character from some of the stories

⁸⁵Fisher, p. 629.

⁸⁶Ibid.

already studied and the group asked to identify the methods illustrated. The teacher concludes with a discussion of tone and mood. In the final large-group presentation the third teacher has a group of students in costume to represent the styles of the different authors of the short stories. Each student reads a selection from a story written in the style which he represents.⁸⁷

Southwest High School, Miami, Florida. The English literature team at Southwest Miami High School uses a variety of approaches to teaching literature. Among these are a combined program of poetry reading, slides of England, and music; and ex-Shakespearean actor from the New York stage who reads poetry so well that his audience is enthralled; one teacher who has lived and studied in England enlivens her lectures with slides of England and many first editions of famous books acquired there.⁸⁸

Grammar

Team teaching can be used in grammar as well as in literature. Each year English teachers have a tendency to repeat the same grammar and usage lessons and examples. This endless repetition is not necessary for all students. A pre-test may indicate those who need further instruction in a given area, and those who need background instruction before working on the area.

⁸⁷Ibid., pp. 629-630.

⁸⁸Conner, p. 626.

The Bellaire High School, Houston, on the basis of scores from a grammar-survey test, divided the large group of students into three smaller groups which met twice a week. The honors group met for six weeks to perfect writing skills; the middle group worked on grammar skills based on a textbook English Workshop; the low group studied grammar by use of a classroom set of English 2600. During the second six weeks teachers were rotated but the study of the groups was continued and augmented. Students were re-grouped as new concepts were introduced, and the students showed a need of more or less intense study of spelling, punctuation, paragraphing, etc.⁸⁹

At Chanute, Kansas, grammar is taught indirectly through literature and creative writing and directly in the small-group conferences.⁹⁰

The Bloom Township High School divides the students in a fashion similar to the Houston plan. During the grammar units a student would report to the teacher who was teaching his particular level of grammar and composition. The first semester ran daily for one period a day for a week. The teacher who taught the lowest level grammar unit indicated in his log that between a pre-test on Monday and a review followed by an evaluation on Friday, he taught "common errors, sentence sense, and paragraphing" on Tuesday, Wednesday, and Thursday, using as textbooks Enjoying English 9 and Practical English. The log of the teacher reflects the effects of the varied situation in team teaching on teachers and students:

⁸⁹Fisher, p. 629.

⁹⁰Reed and Lewis, p. 232.

I felt stimulated working with a "new" group. I could clearly define my goal for the week and work toward it more easily than is typical as I had a fairly homogeneous group to work with and a limited period of time (five meetings) in which to accomplish my goal. I "put out" more throughout the five periods than I would in a routine situation. The students were quite attentive, more so than is typical of students of this level. My impression is that the "new" arrangement of students in addition to a different teacher for 17 of the students served as motivation. Most of the students from my class were more attentive than usual. Many of the students made significant gains in mastery of common errors and sentences.⁹¹

During the second semester the Bloom Township team re-grouped the students according to ability and staggered the grammar unit, using a Tuesday and Thursday schedule for a three-week period.⁹²

Composition

Some of the teaching of composition such as presenting basic concepts, issuing general instructions, and supplying motivation, can be done in the large group. However, the small group becomes quite suitable for teaching the more intricate points of composition. Wayland, Massachusetts, students bring to the small group samples of their writing, beginning with short paragraphs. If these are shown by means of an opaque projector or written on the blackboard, teacher and students may evaluate the paragraphs. Deficient writers quickly discover their own mistakes by simply reading their paragraphs

⁹¹Shroyer, p. 7.

⁹²Ibid.

from the screen or the blackboard. These paragraphs are rewritten at the small-group session. No time elapses between the time advice is given and the advice is applied. Student progress in developing writing skills appears to be more rapid than in the traditional classroom, and the students are more highly motivated from the increased attention they receive from the teacher than has been possible in the traditional learning situation.⁹³

Papers are always returned to students in tutorial groups of six to nine students at Evanston. The small group makes it possible for the teacher to work closely with the students on any writing problem that may have arisen.⁹⁴

The philosophy of the Pittsford team in English is "that the only way to write is to write, and the students write and write and write!" The assignment requires of the students in the team teaching program during the year four term papers of one thousand words; forty seminar assignments of five hundred words each; eight special assignments of five hundred words; eight book reports of three-hundred fifty words; and sixteen essays of three hundred words written as examination items. About 36,000 words per pupil per year are required. Each of the papers is checked and returned for correction, rewritten and rechecked and then given a grade. The team rejects any paper deficient in basic mechanics after the middle of the school year. Lay readers and teachers work closely together on their checking and grading policies of written work.⁹⁵

⁹³Ford, p. 336.

⁹⁴From teacher's handbook, Evanston, Illinois

⁹⁵Grammar, pp. 23-24.

In one unit on writing at the Hickman High School, Missouri, the very able students were assigned for two weeks to one of the teachers especially interested in creative writing. These students, allowed to chose any form of writing, followed their interest and received help from the teacher in short conferences and through independent suggestions. The finished products were posted for the entire team teaching group to read, criticize, and enjoy. The middle ability group concentrated on shorter projects, primarily on paragraph development. The third group were helped by means of grammar review and concentration on correct and effective sentence structure.⁹⁶

Reading

Team teaching at Senn High School, Chicago, attempts to stress reading for pleasure. One period a week is spent in a reading room where students may choose any book suitable for their age group---fiction or non-fiction, entertaining or more profound. The students may browse; however, most of the students want to read a complete book, and encouragement is given to either check the book from the library or purchase it at the paperback store. The team believes this one period a week will help the students to find permanent pleasure in reading and to develop a background of a wide range of books.⁹⁷

The Jefferson County, Colorado, teams recognize the need of ability grouping for reading as well as writing. In a traditional class it becomes evident that the students whose ability is so low

⁹⁶Stawski, p. 9.

⁹⁷Lindahl, p. 53.

that they are unable to read the regular textbook and find it impossible to keep pace with the other members of the class. Providing the special instruction and materials which a low reading ability group needs is almost impossible in a traditional situation; however, in the team approach with the smaller groups such poor readers are assigned to the remedial instruction while other groups are able to move more rapidly. When such grouping was done for tenth and eleventh graders, almost without exception, the students showed a marked improvement in reading during the year.⁹⁸

Book Reviews

One book review per grading period is required by the team at Louisville Male High School. The advantages of the team teaching approach for the book reviews were soon realized. Most English teachers simply cannot know all the books that comprise an approved reading list. However, by employing all the resources of the team at Louisville, students are offered a relatively extensive list of books from which to choose. The seven team members each submit five book titles with short descriptive statements about the books which are compiled into an annotated reading list. After having been warned that their reviews are to be read by someone who is familiar with the book, students select for critical reading one book from the compiled list. By such a method a book review becomes a more than usually last minute, fly-leaf laudatory type of report.⁹⁹

⁹⁸Smith, pp. 243-244.

⁹⁹Stevens and Elkins, p. 173.

Library Unit

In order for students at Hickman High School to become familiar with the library, a unit has been developed by the English II team. The school librarian uses a large-group session to introduce the unit, using diagrams to show the location of materials, explaining the services which the library offers, and showing a movie that illustrates the Dewey decimal system and the card catalogue. Returning to the individual classroom, the students use the textbook material related to the library on reference and organization. This is followed by an exploration period in the school library itself. Several hundred questions are placed in a "grab bag" from which each student draws a problem to be searched out from the proper research book and the answer and source noted on this paper. Students answer as many questions as time permits, moving at their own rate of speed and becoming acquainted with almanacs, yearbooks, encyclopedias, dictionaries, periodical indices, books of quotations, and biographical dictionaries.¹⁰⁰

Other Units of Study

One unit devised by numerous schools using the team teaching approach is given at the beginning of the school year on how to study, how to take notes, and how to prepare for examinations. At Hickman the lectures have been made more interesting through the use

¹⁰⁰Stawski, p. 10.

of skits, posters, the overhead projector, and a question and answer session.¹⁰¹

Students at Hickman enjoy contests which are designed to encourage study. A spelling match proved exciting. The contestants were selected members from each of the team's classes; the hard-fought contest followed rules which the entire class had drawn up. Another contest, used to review for semester tests, used a facsimile of the television presentation College Bowl. The platform was set up so that the "experts" had lights to flash on at their tables. Scores were shown on the screen through the use of an overhead projector.¹⁰²

Testing in Team Teaching

Team teaching as well as the traditional classroom approach requires preparation for tests by students and writing of tests by the teacher for evaluative purposes for student, teacher, and parents.

To end their first year of team teaching, the Southwest Miami High School used a quiz tournament which was a very thorough review of the year's work. In the classrooms the students made up questions of all varieties—true-false, identification, multiple choice. On a designated day each of the four classes held its own elimination contest using the student questions and some of the teacher's. A

¹⁰¹Ibid., p. 8

¹⁰²Ibid.

team of three was chosen to represent each class in the tournament. The three contestants, sitting behind tables bearing the teacher's name, could not help each other on answers. One teacher from the team asked the questions, another kept score, and the third was a judge. The rest of the classes in the audience were not only pulling for a specific team; they were absorbing questions and answers as well.¹⁰³

Any test throughout the year may be given to the whole group during the lecture period. This eliminates the problems of answers being passed from one section to the next. A teacher's aide can do the clerical work in preparing the test papers and, with or without a master teacher, can supervise the large group, freeing the remaining team members.

Examples of Team Teaching Units

The book by the Bloom Township High School team members gives detailed units they have developed in their team teaching program. Some of these will be given on the following pages as an example of how an English team approach may be used.

"Our Town" Unit

The "Our Town" program demonstrates the value of the double period used by the English and social studies team. A panel and skit based on Thornton Wilder's "Our Town" was presented by well-motivated

¹⁰³Conner, pp. 627-628.

students from all three ability groups aided by two University of Illinois students. These purposes the team listed:

1. To give well-motivated students from all three levels an opportunity to take part in a cooperative effort before the large group.
2. To develop appreciation for drama.
3. To give students an opportunity to exercise individual initiative.
4. To present in a single program a situation affording both serious study and dramatic possibilities.¹⁰⁴

The double-period session, during which a panel of four students spoke over microphones at a table below the stage, was used. A cast of characters acted out selected scenes from the play on the stage; the panel again took over to discuss the techniques and the meaning of the play. The audience was given a chance to ask questions. A student teacher who was present for the unit study wrote in her log her reaction to the program:

I was impressed with the interest which students showed when discussing Wilder's purposes in writing a play of this type. Selections given on stage were appropriate for holding audience interest, as well as for laying foundation for follow-up discussion."

Another teacher, after favorably commenting on the program in his daily log, concluded the entry with:

This could hardly have been handled in a typical classroom situation. The double period, especially, was necessary.¹⁰⁵

¹⁰⁴Shroyer, p. 18.

¹⁰⁵Ibid., pp. 18-19.

Civil War Unit

The Civil War unit was set up with these objectives in mind:

1. To give students an opportunity to select according to interest.
2. To present varying points of view upon a topic.
3. To permit student-teacher and student-student rapport through small groups.
4. To enable teachers to utilize individual interests, experience, and ability.
5. To coordinate American History and American literature.¹⁰⁶

The four-day Civil War unit began with a double-period large-group activity consisting of films, a lecture by a history teacher on the background of the Civil War, and an orientation to groupings for the rest of the week. After the various activities were described, students were given the option of signing up for Group A and staying with that group and teacher throughout double periods for the rest of the week, Wednesday through Friday, or of signing up for Group B and attending a different situation on each of the three days. Activities for all three days extended throughout the double period, 8:31 to 10:27 a.m. Activity for Group A was reading and studying Robert E. Sherwood's "Abe Lincoln in Illinois" for the rest of the week. The remaining students were divided into three groups, B1, B2, and B3. Each of these sub-groups rotated through three activities, spending one day at each station: station one consisted of background lectures by a history and an English teacher on Benet's "John Brown's Body," followed by selections from

¹⁰⁶Ibid., p. 8.

a recording of the poem and recitation and discussion; station two consisted of a lecture on the Battle of Gettysburg, followed by records and the presentation of artifacts and pictures by a history teacher who had visited Gettysburg; station three, conducted by a history teacher and an English teacher, consisted of guided reading and study in the library and listening to records and tapes in a room across the hall from the library.¹⁰⁷

Contrasting Views of Life and Man Unit

"Contrasting Views of Life and Man" was another unit used by the team. One of the teachers gave introductory comments on the Essential Nature of Man. This was followed by small group discussion. An example of what the small groups used as a basis for their discussion is given below:

1. Thomas Jefferson: "All men are created equal——"
"A jealous care of the right of election by the people——"

Alexander Hamilton: "Where does Virtue predominate? The difference indeed consists not in the quantity, but kind, of vices which are incident to various classes; and here the advantage of character belongs to the wealthy. Their vices are probably more favorable to the prosperity of the state . . ."

2. Ralph Waldo Emerson: "Nothing is sacred but the integrity of your own mind."

Jonathan Edwards: "O Sinner! Consider the fearful danger you are in: it is a great furnace of wrath. . . (There is) nothing that you can do to induce God to spare you one moment. . ."

¹⁰⁷Ibid., pp. 8-9.

3. Henry Thoreau: "I would have each one be very careful to find out and pursue his own way. . ."
 ". . . if one advances confidently in the direction of his dreams and endeavors to live the life which he has imagined, he will meet with success unexpected in common hours. . ."

Herman Melville: "It was that accursed White Whale that razed me. . . I'll chase him round Good Hope, and round the Norway Maelstrom, and round perdition's flames before I give him up."
 "(His ship) like Satan would not sink to hell till she had dragged a living part of heaven along with her. . ."

Some Questions for Discussion:

1. Whose ideas present the truer picture of life and man?
2. Is there a relation between good and evil, right and wrong?
3. Can these contrasting ideas be reconciled? How?
4. Toward which view of life does American society seem inclined? Why? Is this good?
5. How do you think each of the men discussed would react to the problems listed below? Who would be most successful in combatting these problems? Why?

a. Juvenile Delinquency	e. Nervous Breakdowns
b. Capital Punishment	f. Human Suffering
c. Nuclear Disarmament	g. American Prestige
d. School Behavior Problems	h. Slums ¹⁰⁸

Romanticism

Two teachers shared a large-group presentation on Romanticism.

Below is the outline for the large-group lecture.

- I. Definitions
- II. Historical Background
 - A. Germany (Kant)
 - B. England
 1. Locke

¹⁰⁸Ibid., p. 57.

- 2. Coleridge
- 3. Wordsworth
- 4. Scott
- C. France (Rousseau)
- III. Characteristics
 - A. Reaction Against Age of Reason
 - B. Attitude Toward Nature as Benevolent Toward Man
 - C. Importance of the Individual
 - D. Emphasis on Imagination and Emotion
 - E. Faith in the Original Goodness of Man
- IV. Romanticism in America
 - A. Reaction against Age of Reason
 - B. Attitude Toward Nature as Benevolent Toward Man
 - C. Importance of the individual
 - D. Emphasis on Imagination and Emotion¹⁰⁹

The objectives for this unit were listed as:

- 1. To utilize teacher experience, interests, and competencies for student enrichment.
- 2. To utilize small groups for interaction between students and students and between students and teachers.
- 3. To encourage creative and critical thinking.
- 4. To provide varying points of view upon a major movement in American life.
- 5. To correlate American history and literature.¹¹⁰

Following the lecture the students were divided alphabetically into six groups. The students, given individual copies of the schedule, were rotated to the six teachers for the next three days. Each teacher was to start discussions on some phase of romanticism in America. Of the three history teachers, one chose Romanticism of the West—Parkman and Cooper; another, leveller democracy; and third, religion. One English teacher chose Poe, another Thoreau; and the last teacher who had been the lecturer of the day before left each session open to student suggestion and questions on the lecture.

¹⁰⁹Ibid., p. 61.

¹¹⁰Ibid., p. 20.

His log has this comment on the work of the small group:

This was a very stimulating and gratifying session for me. We had free discussion from the beginning of the period until the end. The discussion was directed by the students' own comments and questions. From the beginning I threw the meeting open for their questions and comments. Without my directing the discussion in that direction, we were able through the students' own questions and comments, to clarify many points from my lecture of yesterday. Strangely enough, student interest as indicated by their questions and comments was philosophic. ("Each philosopher bases his ideas on his own feelings, doesn't he?... "Isn't that good?"... "Wouldn't you tend to agree with Marx on some things?") Questions like these led to discussions of what is good, what truths can't be demonstrated, what miracles are, etc. Student participation was excellent. The slower students, especially came to life. John, for example, who very rarely responds in the regular class, was one of the most active participants, asking questions, getting at pragmatic truth as opposed to transcendental, etc.¹¹¹

"Huck Finn"—Novel Unit

The last sample of a unit development concerns "What Makes Huck Finn a Good Novel." First are notes of a team teacher who was listening to the lecture with some of her own comments. The lecture was given to prepare the students for the film. The lecturer wished to show the "double focus" of the novel—at one level a story for young boys and at a second level a criticism of the nineteenth century morality.¹¹²

¹¹¹Ibid., p. 21.

¹¹²Ibid., p. 63.

1. Background of the Novel

- Twain finished Tom Sawyer in 1876
 - a boy's story
 - not meant as a serious piece of literature
- Twain started right in on Huck Finn
 - intended Huck to be a sequel
 - Twain wrote 400 pages, then quit
- He took a trip down the Mississippi
 - trip must have stirred up his interest in the novel
 - may have become disgusted with the slave situation
 - may have wanted to write about the river people
- he started writing the novel again in 1884

2. How Huck Finn differs from Tom Sawyer

- Huck Finn is a boy's book PLUS
 - boys can read it for enjoyment of the plot
 - adults can read it too
 - has a weak beginning and a weak ending
 - some adults read it once a year
 - always something gained from another reading
- Huck Finn has a "double focus"
 - it's full of everything a young boy wants
 - adventure
 - suspense
 - excitement
 - mystery
 - it's a reflection of Twain's opinion of social morality
 - is not for slavery (he is criticized for this)
 - he is accused of cynicism (critical of social customs)
 - he is termed a misanthrope (a hater of man)

3. The Plot of Huck Finn

- Huck and Jim take off
- Twain makes them victims of society
 - Huck is a social outcast
 - his Pap is a drunk
 - Jim is a victim of slavery (his wife and child are free)
- Huck is afraid of what his Pap is going to do
- Jim is afraid he is to be sold off so the widow can buy Huck's freedom
- These two outcasts, floating down the river, seem to stir Twain's imagination. The general plan is for them to get to Cairo where Jim is to board

- a steamboat heading up the Ohio to a free state and his family.
- remember, this is during slave times (1800's)
- Huck has been raised to accept slavery
- So was Mark Twain
- Twain, then, through the character of Huck Finn, is being critical of slavery—very, very unusual at this point in our history
- 4. Twain's writing plan
 - He writes this story in a series of episodes
 - starts with his escape from his Pap
 - Huck kills a pig (the catsup in the movie was mild)
 - Takes Jim 'cause people think Jim killed him
 - Huck tries to be a girl
 - finds out the search is on for Jim
 - they tear off for the river in a rainstorm
 - Jim sees Huck's Pap dead in the wreck doesn't tell Huck (guess why?)
 - They meet the "king" and the "duke"
 - Huck learns about feuding and lynching
- 5. What to look for in the characterizations
 - Huck and Jim get along fine together
 - Huck knows he's committing a sin
 - compare this with a murder you have decided to do
 - feelings of guilt
 - the actual sweat when the time for action is at hand
 - Huck does it anyway
 - he says, "Jim's my friend,"
 - probably the only real friend the social outcast ever had
 - we can't even count on the widow Douglas, or Tom Sawyer
 - Twain uses Huck as a symbol of "inner morality"
 - Huck says, "Society ain't always right."
 - this should tell us something for 1960.
 - Can we use our own "inner morality" (The way we try to change the accepted beliefs of our society)? What about the Bloom "society," how can you change some of the accepted beliefs around the school:
 - cheating
 - loafing toward an education
 - making a mess in the cafeteria
 - not signing up for Homecoming Dance committees.

-Remember, society (accepted beliefs)
 can keep us in line with such
 remarks as, "Man, you're square! What
 are you, a grind? Hugh, I wouldn't let
 anybody push me around like that."
 ((These were not expressed by Mr. Shroyer.
 I guess they just came to me while I was
 listening. Is there some truth in this,
 however?))

6. The essential "Morality" of Hick Finn

- Huck had a sense of social responsibility
- he usually wanted to do what was right
- his opinions didn't always agree with society, however
- he was always bothered by the thought, "Am I doin' the right thing?"
- Jim was even more concerned about the right thing (Huck to the Dr.)
- Twain makes his other characters "rotten"
 - Pap
 - The Duke
 - The King
 - Even Miss Watson

7. Twain is critical of the social order

- Twain is not a misanthrope
 - Huck and Jim not bad people
 - neither was the widow Douglas
- Twain simply not a man who went along with the crowd
 - example of Col. Sherburn
 - crowd coming to lynch him
 - Sherburn not afraid
 - knows one strong-minded man can hold off a mob
 - says, "Why don't your juries find your people guilty, instead of you coming around with your lynch ropes?"
 - says, "A mob without a man is less than pitiful."
 - says, "Take your half a man and get out of here."
- Twain is also critical of the 19th century "do-gooder"
 - Twain felt they were worse than the people they tried to help
 - Judge Thatcher and Pap
 - Pap is fresh out of the jug
 - now they are going to reform him
 - how do they do it?
 - dress him up in new clothes
 - clean sheets, hot meals

- Pap makes long promises, everybody cries
 - "There's a hand that was the hand of a hog. . ."
- slides down the drain pipe, trades his new coat for a bucket of suds, and ties one on
- Twain says, "Shoot, the old guy is happy as he is, there's no use trying to change him."
 - (Makes me think of the Madison Street forgotten man.)
- Twain also indicates the social order for its inhumanity
 - The Shepherdson-Grangerford feud
 - How does it start, why a man has a quarrel."
 - I don't rightly know what the quarrel was right now.
 - Yep, we got one and they got one.
 - Preacher talked about brotherly love; real good sermon.
- 8. The novel was not a popular seller when it came out
 - Parents thought Huck was not a good model for their children
 - liar
 - smokes
 - steals
 - swears
 - doesn't like school, plays hookey
 - Many adults said, "This is an illiterate boy telling an illiterate story."
 - BUT!!!
 - The story is believable
 - Huck has a sense of morality (he does what he thinks is right)
 - Huck and Jim have nobility
 - Twain presents them as rugged individualists who went against the accepted beliefs, but did so because they felt they were right.
 - One interesting bit of irony
 - Novel was banned by the Concord library
 - Concord the center of free thinking, backyard of Emerson, Hawthorne, Thoreau
 - some libraries still may keep it on "reserve"
- 9. Book's two powerful passages
 - Huck's struggle with his conscience
 - helps Jim run off
 - his pre-meditation (as they get closer to Cairo)
 - Huck decides it's wrong for Jim to escape decides to turn him in; starts for shore
 - Jim says, "Good ole Huck, you're my friend; you ain't gonna tell on ole Jim."
 - Huck has turn of heart when he meets the slave hunters

- he tells them, "He's white."
- Huck is bothered by his "sin"
- afraid of what will happen to his soul
- society has him in a pickle (reminds you of Puritanism and Jonathan Edwards, doesn't it)
- Huck tries to pray, "You can't pray a lie!" he decides
- instead, he writes to the widow Douglas
- feels free, tries to pray again, but can't
- finally decides, "All right, then I'll go to Hell."

This teacher when he confronted his class the following day handed to his students six discussion questions based on the lecture:

1. Mr. Shroyer suggested Twain's novel had a double focus. What did Mr. Shroyer mean by this statement, and how can you illustrate this double focus with excerpts from the film?
2. Discuss the "inner morality" of Huck Finn.
3. Mr. Shroyer suggested there were two powerful passages in the novel. He even read them to us. Both deal with Huck's struggle with his conscience. Show how these passages are an indictment of the socially acceptable beliefs of the 1800's.
4. Many adults said, "This is an illiterate boy telling an illiterate story." How does Mr. Shroyer parry this position?
5. What illustration does Twain use to reflect his attitude toward the 1800 do-gooder? What is Twain's position toward these people?
6. What were the Shepherdsons symbolic of?¹¹⁴

The teacher passed out his duplicated notes on the lecture after listening to the distressed protests of the class. The notes could be used in discussing main ideas of the lecture and in giving the students an insight into the possibilities of good notes. The ditto masters were made available to the other team teachers for similar use.¹¹⁵

¹¹³Ibid., pp. 63-66.

¹¹⁴Ibid., p. 67.

¹¹⁵Ibid., p. 26.

Evaluations of English Team Teaching

Statistically treated data concerning the success of team teaching in the field of English are scarce. As the approach is relatively new, testing programs have not been worked out to any extent. This phase of the team teaching approach offers a rich mine for research.

In the literature researched on team teaching in English at the secondary level, only three evaluative studies are available. One was a study made by the team at the Roosevelt, Utah, Junior High School; a second was conducted by the Jefferson County, Colorado, schools; and a third was carried out by John R. Ginther and William A. Shroyer of the Bloom Township High School, Chicago Heights, Illinois.

Roosevelt Junior High School

The team at the Roosevelt, Utah, Junior High School did attempt to measure objectively certain aspects of the team teaching experiment. The three other schools in the same district were used as control groups. Tests in language arts and history were given at the beginning and end of the school year to both eighth grade groups to determine the gains or losses in the subjects.¹¹⁶

1. Language arts and history were measured by the California Achievement Test Battery and the publisher's comprehensive end-of-year test which accompanied the textbook used in history.

¹¹⁶Jensen, pp. 238-239.

2. The reaction of members of the teaching team and pupils and the community was determined through structured interviews and attitudinal scales administered by trained State and university personnel.
3. Sociograms were used to determine social interactions within the experimental groups.
4. Use of teacher time was measured by a day-book record of teacher's duties.
5. Use of teacher competencies was determined from a record of special duties and assignments kept by the principal and teachers.¹¹⁷

All statistical data for the testing program were interpreted and processed by a qualified university consultant who had special training in the testing area. On the basis of the assembled test data it was concluded that:

...the educational achievements of students in the combined experimental groups who were taught by teachers working as a team employing carefully planned procedures and devices, exceeded the educational achievements of students in the combined control groups who were taught according to traditional procedures.¹¹⁸

The program at the Utah school has aroused public interest and favorable attention. Reports were made at public meetings which were exceptionally well attended. From the experiences during the first year of the team teaching approach, from test results, and from the evidence that was accumulated during the second year of the program, the team members drew the following conclusions:

1. The team teaching technique permits added time for:
 - a. better preparation of materials such as individual lessons, lectures, and presentations.
 - b. the making of special audio-visual materials.
 - c. previewing films, tapes, and records.
 - d. the team teachers to gain added confidence in subject areas.
3. the desirable exchange of ideas.

¹¹⁷Ibid., p. 239.

¹¹⁸Ibid., pp. 239-240.

2. The use of large group presentation of films, tapes, and other audio-visual aids provides more economical use of equipment, building facilities, and teacher time.
3. Many of the enrichment materials that are included in the project could not ordinarily be presented since time in the normal school day does not permit the typical teacher sufficient time for their preparation.
4. A well-rounded program results when distinctive interests and talents of each teacher are utilized for large group presentations. Where conventional procedures are employed students are not exposed to the best of several teachers in the same subject area. The special interest areas of teachers can be utilized to the advantage of both pupil and teacher.
5. Contrary to the expectations of the team teachers, discipline has not been a problem in the large group situation. This has undoubtedly been due to the high interest content of the material presented, the varied methods of presentation, and the improvement of the quality of the presentation by the teacher.
6. Individual participation in the large group situations provides the students special prestige and encourages work of higher quality. Students vie for the privilege of large group presentations.
7. Students enjoy contact with the different personalities of the teachers.
8. Team teaching techniques are better suited to some areas of subject matter than to others.
9. The flexibility of the scheduling of building space and facilities according to the immediate need is preferable but not absolutely essential.
10. The team teaching technique will not change the pupil-teacher ratio.
11. The planning period and released time definitely do not provide leisure time.
12. Team teaching will not cut down the amount of preparation necessary for each individual team member.
13. The experiment as conducted in the Roosevelt Junior High School seems to encourage and promote higher scholastic attainment among the accelerated students.
14. The program meets the needs of the retarded student on his own level through homogeneous grouping by providing satisfaction to both pupil and teacher.
15. Although the retarded group showed less gain in the experimental area than the control group,

- these students were still achieving higher than their expected ability
16. Homogeneous grouping, as used in this program, has presented no problems of social stigma, lack of leadership, or parental objections.
 17. Homogeneous grouping causes accelerated students to face challenges not usually met in conventional classrooms. These students have been encouraged to accept new challenges by meeting scholastic strides and ideas of their intellectual peers.
 18. The program has given a better feeling of professionalism and personal satisfaction to participating teachers.¹¹⁹

Jefferson County, Colorado

The seven high schools in Jefferson County, Colorado, tested the 1,500 students in the project in 1959-1960. Both control and experimental groups were given appropriate subtests from the Iowa Tests of Educational Development. The report shows:

Using the analysis of covariance, no statistically significant differences in achievement between experimental and control groups were found in any subject except English. With English III, team teaching proved superior at the .05 level of confidence. With English II, on the other hand, the conventional plan of organization proved superior at the .05 level of confidence. How can this rather startling reversal be explained? It is highly unlikely that it can be due to differences in the nature of English II and English III. One possibility is that team teaching was exceptionally well conducted with English III and poorly conducted with English II. The fact that the report does not tell how the two plans being compared were implemented prevents checking on this interpretation. Another likely interpretation is that controls for such factors as age, IQ, socio-economic background, and teacher competencies were not adequate. The report does not present data on how well these or other factors were controlled.¹²⁰

¹¹⁹Ibid., pp. 241-243.

¹²⁰Glen Heather, "Research on Team Teaching," Team Teaching, eds. Shaplin and Olds (New York, 1964), pp. 326-327.

Bloom Township High School

The Bloom Township High School team teaching project included English and American history at the eleventh-grade level. Two of the team members, Shroyer and Richard Sherman, examined potential test instruments to use in testing that would measure achievement in the experimental and control groups. The two men found six tests that met their requirements for "construct and content validity in terms of the objectives of the project, which in turn embraced the objectives of the courses in eleventh-grade English and history." These tests were Cooperative English Test C1; Reading Comprehension; Cooperative American History Test; Nelson's High School English Test; Ohio Scholarship Test in American Literature; Sequential Tests of Educational Progress, Writing; Watson-Glaser Critical Thinking Appraisal.¹²¹

The results showed that writing and critical thinking were superior in the experimental groups. American literature and reading showed no significant difference in the two groups.

¹²¹John R. Ginther and William A. Shroyer, "Team Teaching in English and History at the Eleventh-Grade Level," The School Review, 70 (autumn 1962), pp. 303-305. This contains the most extensive report to be written on the research and evaluation of the team teaching approach.

One is thus led to conclude that the experimental group shows little disadvantage and some decided advantages over a wide range of achievement in this project. If there are additional considerations, such as enthusiasm of teachers and interest of students, that are supportive of the team teaching approach used in this project, it would seem profitable for the students to have this approach continued.¹²²

Informal Opinions Evaluate Team Teaching

In most of the team teaching programs students are given an opportunity to voice their opinion of the new approach. Obviously, the real test of the instruction is its effect on students. At the Southwest High School in Miami, on the final day of school each student in the team program was asked to answer a questionnaire evaluating the year's lecture series. The questions given were such ones as: Was the program worthwhile; very—fairly—hardly—not. Period most interestingly presented. Favorite program. Favorite feature of the year's program. Features not satisfactory. Suggestions for improvement.¹²³

From the responses the team found that the students unanimously believed the lectures valuable; they preferred the use of aids in the lecture; they felt that they had received a broad interpretation of literature; they liked the change from the usual classroom situation; and they found note taking a valuable experience.¹²⁴

The parents as well as the students are encouraged by the team teaching program at Evanston, and more and more parents are

¹²²Ibid., pp. 312-313

¹²³Conner, p. 628.

¹²⁴Ibid.

requesting that their children be placed in the team teaching projects in English. One parent wrote: "John has come alive. His worst subject was always English, but the team has somehow stimulated his interest."¹²⁵

The Pittsford team believes the team teaching approach motivates the students more highly than in the control classes. This is supported by the type of study that is done by the individual. One student in researching the background to Shakespeare's "Macbeth" discovered that in Elizabethan days "real human heads were used in the final scene, and when one head decomposed a fresh one was readily found!" Another became so interested in Old English that he recited before the lecture group an original poem "My Lament for Beowulf," in the exact beat and language of the ancient epic. The students in one seminar group felt that forty minutes was not enough time for a discussion and volunteered to come after school for extra seminars.¹²⁶

The results of student reaction to the large classes at Jefferson County, Colorado, has been favorable. The students learned as much in the large classes as in traditional ones and on anonymous questionnaires the students have indicated a preference for the larger groups. The students are also enthusiastic about the flexible grouping.¹²⁷

¹²⁵Hoopes, "Team Teachers Play a Winning Game," p. 31.

¹²⁶Grammar, p. 24.

¹²⁷Smith, p. 244.

Team teaching in English gives all the basic knowledge that a traditional class offers plus a wider background, variety, interest, excitement, and a respect for the depth of learning are the beliefs of the team at Chicago's Senn High School. They also state that team teaching avoids the dullness and monotony of a set pattern of English teaching in the conventional classroom. The general agreement of the students is that team teaching is very different and interesting: "It has such variety that one never gets bored." "One has to work hard for one teacher, but even harder when one has two English teachers." "In addition to the knowledge gained from the required assignments, our literary backgrounds are increased by the independent study assignments."¹²⁸

A teacher who is a member of the team teaching project may not realize all the advantages until a team has been functioning for some time. The team approach has a way of strengthening an entire department and unifying its curriculum so that students and teachers benefit from it.

Ned Hoopes writes of what he did as a teacher in a conventional program. Most of the day he spent in his own classroom with little chance to share ideas with his fellow teachers. No one seemed to care what he did in the classroom as long as his students did not cause a disturbance and he was no trouble to the administration. However, as a member of the Evanston team he is challenged to become a better teacher. He knows that what he says is heard, critically analyzed, and discussed not only by the large number of students in the project but by the five fellow teachers. The

¹²⁸Lindahl, p. 56.

challenge is met because he has the time, the opportunity, the materials, and the assistance and inspiration of others on the team.¹²⁹

The team in one of the Miami schools found that team teaching had a psychological effect on the lecturer as well as the student. Knowing that a large number of students will hear the presentation may stimulate the lecturer to seek varied aids, to do extra research, and to compile fresh material so that the lecture is impressive as well as stimulative and informative.¹³⁰

The teacher takes pleasure in breaking down the monotony of the five-period-a-week class and in seeing the enthusiasm of the students in the variety of the program. A team of teachers may find working together a creative experience which gives inspiration to both students and teachers.¹³¹

One of the instructors in the Pittsford team writes:

The program is highly stimulative and, from observation, its influence extends beyond the classroom to the community, into the home and college. Truly, ideas and their discussion are the most imperishable of human activities...Teaching and teachers must meet the needs of the future, remembering that experimentation is better than stagnation.¹³²

¹²⁹Hoopes, "Team Teachers Play a Winning Game," p. 31. Ginther and Shroyer offer some insight into what happened to Hoopes in "Team Teaching in English and History at the Eleventh-Grade Level," p. 313: "...there is some basis for speculating that something in the experimental situation altered the teachers in some way, perhaps freeing them to explore ideas they had previous to the project."

¹³⁰Conner, p. 627.

¹³¹Lindahl, p. 50.

¹³²Grammar, p. 24.

The principal of the Hickman High School, Mr. Russell V. Thompson, has constantly encouraged his team participants and thoughtfully analyzed the project:

Team teaching as it has developed at David H. Hickman High School provides a setting in which the potentialities of new members are more quickly and effectively realized, and experienced team members are more consistently stimulated to improve their teaching. However, the most important outcome of this method is the opportunity for greater flexibility in meeting the individual needs of the students.¹³³

The diagnostic, planning, and evaluating procedures employed in the teaching-learning process developed by a team of teachers who have the opportunity to observe others' teaching, to be observed by fellow teachers, and, on occasion, to share the teaching of a class with another teacher, result in a quality of teaching which is superior to that found in the conventional lone-teacher classroom.¹³⁴

¹³³Stawski, p. 11.

¹³⁴Bair and Woodward, p. 13.

CHAPTER IV

A MODEL FOR TEAM TEACHING IN ENGLISH

Team teaching in the field of English is being used in numerous schools across the United States. However, if every school would write down its working plan, it is doubtful that any two approaches would be the same. The team teaching definition is ambiguous, leaving the way clear for the teams to produce their own variety of a team teaching approach. The outline is there; the school administrators and teachers must fill in the outline to give meaning to the term team teaching.

The following model contains ideas taken from the research on the subject and worked out for a school which is interested in the team teaching approach but as yet has not established a team teaching project.

Most books and articles give both the advantages and disadvantages of the team approach; yet, it appears that the advantages are the stronger. Re-organizing the English course seems to be a necessity. The self-contained English classroom is almost a thing of the past, for few college graduates today are prepared to teach the wide field of language arts which may include structural and/or generative grammar, creative and formal writing and speaking, literatures of the world, remedial reading, usage, vocabulary, semantics, mass communications, and other things. Most English teachers do have areas of specialization and through the team teaching approach the

entire language arts field can be taught better by utilizing and enlarging these specializations—and this means team teaching.

If the students in the secondary schools are to be graduated with improved competence in communicating with others in the world, team teaching in English seems to be not a luxury but a necessity.

Plans for the First Year

This hypothetical three-year high school has an enrollment of one thousand students. The building is a traditional three-story brick structure. However, the administration and some of the teachers are not traditional and desire to see a better English program offered to their students.

Two of the English teachers had become interested in the team teaching approach the year before. They discussed a project with the other junior English teachers and the principal of the senior high school. A search was begun for all available writings on team teaching in the subject field. Several books were ordered, and periodical articles were found and read. After reading the materials on the subject, the teachers were co-operative and eager to try the approach for their own situation.

Two weeks prior to the opening of the school year, the junior English teachers and principal began a series of conferences on how to implement team teaching into their course of study. The newly organized co-operative team must first decide on the goals they hope to accomplish in meeting the needs of their students. The teachers realize that the students need to develop better habits of study and an increased responsibility for learning independently. Greater

creativity and more adequate understandings of the world must be encouraged in students. Above all, in an English class the students need to improve their competence in communicating.

The four teachers of the team next looked at their present course of study. For the first year, at least, they would follow it but develop and divide the units to fit a team teaching pattern. The same anthology of American literature would be used as well as the grammar handbook. During each six week period the team would require two themes of two- to three-hundred words, many paragraphs to be written throughout the period, and two collateral reading books. The literature and grammar would be taught simultaneously.

Next a decision must be made as to the students who will be in the team teaching project. Basing their decisions upon a reading test given to the students the previous fall and recommendations of the sophomore teachers, the staff divided the juniors homogeneously. The team decides to include in the project those students who are average and better and put the remedial readers into a traditional classroom. The remaining juniors are divided into twelve groups of about twenty students per group. The team members will have three classes each of junior English. All will have other assigned classes in addition to these, but the first hour of the school day will be set aside for team planning.

After looking over the research material available on team teaching in English, the team members decide to use a rotation method so that the students and teachers will come to realize this is a team project. The administrator agrees to a single roll book of

To serve as aides the team teacher will select senior Future Teachers of America members who are capable and interested in the project and who intend to become teachers in the language arts field. These aides would be able to do the clerical work such as typing dittos and running the ditto machine, making out the master seating chart for the lectures and taking roll, helping in some proctoring during lectures and in small-group discussions and in independent study, and grading some of the objective test papers. In addition each teacher has a qualified lay reader to help grade no more than one-third of the students' papers such as themes and paragraphs.

Mechanical aids would be available for the team's use. These aids would include an overhead projector and an opaque projector. A neck microphone would be used by the lecturers. A record player and tape recorder would be assigned to the team. The junior English department has a large record library which they plan to use as enrichment for the units of work.

The team looks over other audio-visual materials, such as filmstrips and films, that they think they might use. They study how to make effective overlays and suggest to one another what pictures or maps or devices can be used to help make the lectures informative but interesting to their young audience. They also make note to use students whenever possible so that it is a student-teacher project, not a teacher-centered program.

Taking notes on the lectures would be required. These notes would be checked by the teachers; occasionally a test would be taken

from the notes. In order to prepare the student for taking notes, the first lecture would be a demonstration with one teacher lecturing and another using the overhead projector to take notes on the lecture.

In discussing the units of work, it becomes evident where each teacher's interest lies. One teacher—Teacher A—enjoys creative writing; another—teacher B—is interested in speech; one—Teacher C—enjoys the historical aspect of American literature; and one—Teacher D—prefers working with the slower average students in usage and grammar. The assignment of units in the course becomes an easy division.

The year's study would begin with the modern short story. Teacher A volunteers to teach this unit. First, in the regular classroom the students would read one story for pure enjoyment. This would be followed by a lecture in which Teacher A would take a second story, previously assigned to be read before the lecture, and discuss characterization, setting, point of view, style, theme, and any effects that might need to be discussed. When the groups return to their classroom groups, Teacher A would have follow-up suggestions. At this time the classes could be further divided into seminar groups of five or six students, with each group discussing the structure of other stories read, perhaps re-writing a story to show change in point of view or style or whatever the Teacher A would feel could help the students to greater understanding in their reading. If some of the students have a desire to write, that gives them a chance to attempt creative writing.

Teacher B assumes the next unit which is on modern poetry. The teacher prefers to choose one poet, Robert Frost, and one of his poems as a basis for her lecture, discussing the style and verse, figures of speech, and meanings in depth. Since his interest is in the speech field and since by this time he has met all the team students through the rotation plan, he selects a few to do some oral reading of poetry. In other modern poets he finds an opportunity to work on choral reading. He begins to practice with this group and prepares them for a presentation before the large group while the other teachers work with others on follow-up to his lecture. In another large-group session he uses the overhead projector to conjure up a poem—perhaps permitting the students to suggest topics. In doing this he attempts to show the juniors that anyone can write poetry. Now he will let them use their creative talents and write some of their own.

By this time a theme has been written and graded. Team members re-group students according to ability for a week of intensive work on writing. The lowest groups are assigned to Teacher D. The others who prove to be average are assigned to Teachers B and C. Teacher A has a natural gift for working with superior students. Perhaps she can instill in them some of her creative writing interests. Now there is time to complete the short story or poem begun earlier or to develop a new one. In addition the teachers see that the students have an opportunity to make a regular visit to the school library at least every two weeks. They are encouraged to have a book to read with them so that if they complete their work for the day they may read.

Teacher C has the next lecture. This will be the beginning for

studying the literature in chronological order. She gives background information on the life and times of Colonial America with emphasis on some of the early writers. She shows slides of early Williamsburg as it has been restored; she tells of the New Englanders—Pilgrims and Puritans—stressing not the history of early America but the kinds of people who lived in the colonies and their strange beliefs. The next day she continues her lecture by discussing the period of Benjamin Franklin and his important role in American literature.

The smaller groups are assigned writers of this period and what contributions they made. A panel discussion before the students is the climax of this study with the findings of the groups used as the basis for the discussion. Student creativity is encouraged so that if the panel wishes to show pictures or original sketches, use a dramatization, or present a tableau, this may be done.

Washington Irving and James Fenimore Cooper are the next writers to be studied. Teacher C does Irving and Teacher D, Cooper. The classes rotate for the next several days. One group hears one teacher while another hears the other. The other two classes are reading work by the two not included in the anthology.

During this time Teacher A will have an opportunity to prepare a lecture on the "darkness" in Nathaniel Hawthorne and Herman Melville. Following her lecture Teacher B does one on Edgar Allan Poe. Besides reading the works by these three men, students will do a writing assignment. Notations taken from Hawthorne's notebook are dittoed and given to the students. The students develop one of these into a Hawthorne-style theme; or they may write a story of horror or ratiocination such as Poe might write.

For the long section on the Cambridge poets, except for brief background comments, records are played, the poetry being read by experts. This is followed by some oral interpretation by the students.

An outside speaker is used in discussing Emerson and Thoreau. He is a local minister who can explain transcendentalism to the students so that they have a better idea of the philosophy of the times.

Small groups are used in reading the early western literature of Francis Parkman and others. A theme based on a pioneer story they may have heard or read is used for a writing assignment.

The Civil War period is given more time. An outside speaker discusses memoirs of the men and generals who wrote following the war as well as literature written during this period: Harriet Beecher Stowe's Uncle Tom's Cabin, the letters and speeches of political men, and the books written recently on the subject such as Bruce Catton's historical reviews. This is followed by a study of Stephen Vincent Benet's "John Brown's Body." Teacher A gives a lecture on the author and his long poem—characters, setting, style, etc. The Broadway version of the poem is then played in the large-group sessions. Discussion questions are dittoed for the small groups to study. Students then write a series of one- or two-page themes on certain aspects of the poem—the satire in and portrait of Mary Lou Wingate; a characterization of Robert E. Lee as others see him; the use of figures of speech; the meaning Benet has in mind in naming the book for John Brown; and other topics. Much of this must be done in independent study, for the teacher

merely suggests what the topics are. Many of the students can delve into the poem for more than surface explanations.

Small groups are used again to study the mythology that grew up with the West. Acting out some of these before the large groups in short sketches may prove entertaining for both teacher and student. Two teachers who have studied Bret Harte and Mark Twain rotate the students in discussing the men and their works. Additional reading is done by the groups not hearing the teachers speak that day. Forgetting spelling and grammar for once, the students have a chance to write a Mark Twain-style story using local color in a historical or modern setting, as they may desire.

A former speech and dramatics teacher comes as a guest speaker on dialects. She will give samples through readings of various nationalities, as they speak English as well as sectional dialects found here in the United States. This can be an enlightening experience for students who think everyone else talks "odd."

The rise or realism in American literature is discussed in a lecture, with short stories read in follow-up by the smaller-groups.

Modern non-fiction is read on a rotation plan, with one teacher discussing articles, another biography, and another book reviews. One follow-up of this is the writing of a character sketch of a friend; another is choosing one book read collaterally during the year and writing a book review of it. The best of these are shown, with the students' consent, on the opaque projector.

The year ends with drama, a short one-act play and a longer play, Thornton Wilder's "Our Town." Some acting will be done and a discussion of Wilder's meaning may be presented after studying this through a programmed-learning unit on the play.

Throughout the year the students may be grouped according to ability whenever a phase of the unit calls for it. For example, the poorer writers would be given much help in all written assignments by Teacher D who also teaches them usage and grammar as the need arises; whenever it becomes apparent a student needs speech work and a speaking assignment is to be prepared, he is to be placed in Teacher B's group with those who have similar problems; the better writers would be given an enriched course under Teacher A in both writing and reading.

Each lecturer would include in his presentation any aids that would make the lecture interesting or would help make the meaning clearer. The creativity of a teacher plays an important part in this phase of team teaching.

In order to see what needs to be improved as the year goes along, following each unit the students would be given an evaluation sheet to be answered anonymously. In such a way the team teacher may quickly learn what bores or interests or informs a student. At the team planning period following a unit these would be carefully analyzed and in conjunction the team would have an opportunity to evaluate each other. Corrections can be made as the year progresses so that the team teaching approach will have a better chance to meet the needs and demands of the students and teachers.

The end of the year will include time to use a similar questionnaire. As a student analyzes the year's work, he can explain what he liked best, what he liked least, what features of the project he enjoyed, or what

he did not enjoy, whether he prefers small or large-group sessions, and what he would suggest for improvement.

In discussing grades the team decides to use a composite grade. Paragraphs and themes for the low and high classes would be graded primarily by the two teachers and the two lay readers. The two other average classes would be graded at random by the two teachers and two lay readers. When tests are given, the teacher who is responsible for a lecture, after making out the test with the other team members and agreeing on certain designated answers, grades the papers. Tests which include sections written by different team members will be graded by the team, each teacher grading the portion that he wrote. Thus a student has a grade at the end of the six week period which is not one teacher's responsibility and opinion, but is rather an evaluation from the team.

Plans for a Second Year

By the end of the first year a teaching team must have many ideas as to what worked well, what failed, and what they want to try that is new or different.

For example, the team discussed here might want to use a block of time—two hour-English courses on certain days of the week or when it is useful. Or perhaps they might be interested in teaming with the junior teachers of American history. If this be true, the English course of study could easily be changed to run chronologically and concurrently with the times being studied in history. New units

would be worked on to bring the English and history into a more integrated study and to have the historical aspects taught or lectured by a history teacher while the literature of a period would be reviewed by one of the English teachers.

Additional ideas would naturally occur to a teacher as to how to improve a unit of work with better audio-visual aids, more interesting information, different types of follow-up material, or more time allotted for independent and seminar study.

If the junior English teachers are well-pleased with their experiment, the other English teachers might wish to try teaming for the sophomore and senior levels. In the future the English department might want to develop a non-graded system so that all the students in the rest of the senior high school would have a better chance to advance at their own rate of speed. Possibly other departments in the school would be infected by this enthusiasm and desire to improve their departments and to experiment with similar approaches.

There is also the hope that the school administrators will eventually be persuaded and in turn persuade the voters to build a more flexible school for future experimentation.

A teaching team experiment cannot harm the English curriculum, and the chance of improving it is quite good. Critics caution that team teaching must not be considered a panacea for all the ills facing the English teachers today; yet, at the same time, team teaching is a step toward an improved educational program that will more profitably utilize the teachers' time and talents and which will more nearly meet the needs of the American high school student.

CHAPTER V

INTERPRETATION OF THE STUDY

Literature available on the implications of the team teaching approach in the field of English at the secondary level was the focus of this study.

Within the past ten years much interest has developed over team teaching, a new concept in education. After beginning in a few schools, the team teaching approach is being used by schools across the nation.

Many educators feel that the team teaching approach lends itself well to the field of English. Numerous schools today are experimenting with a team project. Schools have devised their own plan to suit their immediate needs in English when the team teaching approach is employed.

Summary

While the concept of team teaching has been in the history of education from the time of the pedagogues among the Greeks and in the informal teaching of the young among historical primitive peoples, educators today are experimenting with newly designed co-operative projects.

The team teaching experiments originated at Harvard under the direction of Francis Keppel, Judson T. Shaplin, and Robert H. Anderson. Because of the leadership he has assumed in implementing

the team teaching approach, Anderson has come to be regarded by many as "father of team teaching."

Pilot projects were begun in 1956 and 1957 with schools in Massachusetts near Harvard used in the experiment. By 1964, Shaplin estimates, conservatively, 1,500 teachers and more than 45,000 students were involved in team teaching projects. Although communities distributed across the United States are experimenting with the team teaching approach, Shaplin states that a concentration of team teaching is apparent in the states of Massachusetts, Florida, Illinois, Wisconsin, Michigan, Colorado, Utah, and California. The universities in these states work most closely with the schools to develop the approach and to provide instruction for the teachers who will be associated with teams.

Proponents of team teaching have insisted that every team must share an hour for planning purposes during the school day if the project is to be successful. In material researched concerned with team teaching in English, the teams do have this planning period and there seems to be a tendency for some schools to give the teams a two-hour period instead of the customary one. The administrators show sympathy for the need of the teachers to work as a team and are doing what they can to insure the success of the team.

One trend that is coming from the approach concerns the use of aides in the team. These aides may be part time helpers in some situations or may be available to the team throughout the day during the school year. Some schools are employing non-certificated but qualified adults from the communities to serve as aides. Many mothers have volunteered their services for such a program in a number

of the communities. Other schools are using advanced students or college students who are interested in teaching and in the team teaching to serve as aides. There seems to be a stronger trend toward the practice of including lay readers as a part of the team in some schools.

Most of the literature on English team teaching reads the same. The writer usually serves as a team member or as an administrator of the school system who writes how one school adopted the approach, how well it has worked for his school or situation, and how the approach has been informally evaluated by teachers, students, and, perhaps, parents.

These writers indicate all administrators, teams, and a majority of the students are favorably impressed with the team teaching approach. One article tells of dissolving a team after it had been in operation for two years. The two teachers involved in the team did enjoy their experiences and would like to be on a team again. The administration seemed to be either uninterested or uninvolved in the team experiment and when one of the two moved out of town when her husband was transferred, no further attempt was made to replace her or to begin another team project.¹

One who is interested in team teaching in English will find the literature lacks uniformity in terminology, in team composition, in student grouping, and in methods of evaluating student work.

Team teaching may be referred to by some as co-operative teaching or a joint teaching effort. The teacher chairman of a hierarchical

¹This discussion may be found in Betty Giltinan, "The Rise and Demise of a Team," English Journal, LIV (May, 1965), pp. 429-432. The school was the Andrew Hill High School in San Jose, California.

team may be called teacher-leader, master-teacher, or teacher-presenter. Instructors, teacher specialists, or teachers may be used in reference to the other certificated team members. The aides have numerous titles, such as clerk, librarian, para-professional, etc.

In defining team teaching some writers state that two or more teachers may form a team; others insist three or more teachers are necessary for a team. Another view expressed the opinion that unless the hierarchy plan is followed, the term team teaching is not appropriate. Some authors do not believe a project is team teaching unless the school uses flexible scheduling.

All writers speak of grouping students; however, reports fail to agree on how to divide students, what size groups and how many different groups come between the large group and independent study. Some reports use the seminar-size group and small-group synonymously. A few have small groups of twenty to thirty-five and seminar groups of three to ten students.

The methods of grading students in a team teaching project have a wide variance. Some teams tend to use the traditional means of grading while others use a team approach. Generally, the teams that use the traditional system also use a homeroom for the students with one teacher assigned to a set number of students. In such a program quite often team teaching means large groups for lectures with much less emphasis given to smaller-sized grouping and independent study. One exception to this is the Bloom Township High School. The teams who use a composite grading system usually attempt a more definite team approach so that the student does not identify with one teacher but rotates among the team members.

The founders of the new approach stress the point that team teaching cannot be defined exactly or it will become a stereotyped method which must adhere to certain set requirements which destroy the promise of creativity on the part of the team. However, the confusion on the points mentioned above gives little clear concept of team teaching in English unless a serious study is undertaken by a reader.

The lack of information on a specific field, as in English, in a team teaching approach make the study difficult. Many books discuss the approach in genera. Chapters are devoted to the historical background leading to team teaching; to ways to begin a team teaching project at all school levels; and to the role of the administrator. As yet very little research is available on team teaching in the particular subjects.

The lack of research on the team teaching approach leaves a question in the minds of some, no doubt, as to whether team teaching proves worth the extra time it requires to develop an outstanding team and to prepare the units of study. Except for the work done by the Roosevelt, Utah, Junior High School, Jefferson County, Colorado, and Bloom Township High School, there has been no research reported on team teaching in the field of English at the secondary level.

Considering what is involved in team teaching, i.e., advantages in the pooled ideas of teachers, time for better teaching in depth, in-service training for new personnel, and benefits derived for students from multiple experiences, it is easy to understand why so little research has been done and why that which has been done is

inconclusive. The research on team teaching should demonstrate the quality of the effect of the experiences upon students in terms of increased skill in each of the four language arts areas—reading, speaking, writing, and listening—and the mastery of the content in language and literature. Obviously, this is a large undertaking and proves impossible to measure with the present testing programs. This means new approaches must be mastered in developing instruments which will give valid results for team teaching.

Is the team teaching in English superior to the more traditional approaches? According to the three research studies, team teaching appears to be equal and somewhat superior in some areas to the traditional one-teacher classroom. Regardless of what the increase may be, the important consideration concerns how the student is affected and stimulated by team teaching.

If there are additional considerations such as enthusiasm of teachers and interest of students, that are supportive of the team teaching approach used in this project, it would seem profitable for the students to have this approach continued.²

Suggestions for Future Studies

Team teaching offers many opportunities for research studies. If the approach is to improve and become a workable concept, then some proof of the results of team teaching when compared to the traditional approach must be produced.

A carefully controlled study of evaluation needs to be done by a competent researcher. Some fears have been expressed concerning the effect on the student who may not have a close relationship with

²Ginther and Shroyer, p. 313.

one teacher. Is this harmful to the student? Are large or small groups better for learning? What areas of the English course are better suited to large groups, to smaller groups, and to independent study?

Most teachers admit a lack of knowledge or understanding in how to teach smaller groups. The teacher comes to the classroom as the center of attention; in smaller groupings the focus must be on the students who are striving to understand a problem or point of logic in a unit of study. The educators or researchers would do team teaching a great service in writing just what a teacher's role is in directing the small group study.

The effect on teachers working in a team needs careful research.³ Does it prove harmful to a teacher when he is a team member only a portion of the day? What type of teachers work well on a team? How does an administrator know he can accept a particular teacher for team work? How is a teacher altered by this freeing-effect and for what purposes does it work—better teaching, more depth? So far the majority of colleges and universities have avoided the approach in beginning team projects. How can team teaching be adapted for use in the higher education level? Schools need the help of consultants in organizing a team approach. The universities in the vicinity need to be prepared to offer this help and to

³ Ginther and Shroyer, p. 313: "...There is some basis for speculating that something in the experimental situation altered the teachers in some way, perhaps freeing them to explore ideas they had previous to the project."

prepare their students for it. What is the effect of a student who has been exposed to good teaching under a team when he encounters the traditional approach in a college? What courses of study or what training would be most beneficial to a future team member that education departments might offer?

An attempt to produce a more uniform terminology could be an asset for the approach for any future writing or research. Certainly a great deal of research is needed on implementing team teaching in all the various content areas. Writers need to come from the generalized discussions of the subject to a specific approach that offers an aid to those who wish to develop a team teaching approach in their school in a specific field such as English.

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